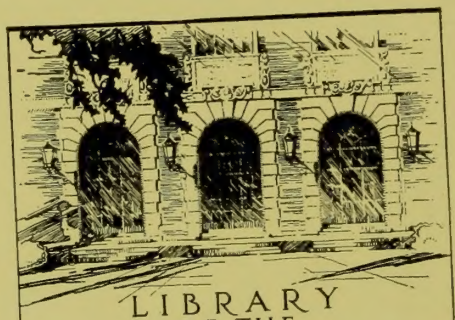
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OCCASIONAL NOTES.

THE month of January will be very full of teachers' meetings and educational conferences. The conscientious teacher who makes it a point of duty to listen to all public oratory that may increase his knowledge or widen his interests will be hard driven. The Teachers' Guild has organized a Joint Conference of educational bodies in addition to its own annual meeting. The Technical Education Board continues its very useful annual conference at Chelsea. This year, in co-operation with the Modern Language Association, two sessions are to be devoted to papers on modern language teaching. There is the great conference of the North of England which meets this year at Leeds, and which will, unfortunately for the success of the London meetings, attract many experts and learners. The Head Masters and the Assistant Masters hold their annual general meetings; and there are other meetings of sectional bodies, too numerous to mention here. Truly we schoolmasters take our holidays seriously.

January Meetings.

AS an ensample of "plain living and high thinking"—its appropriateness in this case must excuse the well worn tag—Mr. Herbert Spencer's praise is in all the schools, and, sceptic though he was, in all the Churches. It is only with his work as an educationist that we are here concerned, and, as naturally in the numerous references to his educational theories in these columns the points of difference have been brought into prominence, it behoves us all the more to do justice to his signal merits. He was the first English philosopher of the foremost rank since Locke to treat of education systematically, and to deduce from first principles an organized scheme of studies. He challenged the champions of use and wont to make good their claim, and disputed the ancient solitary reign of Latin and Greek. He was the first expressly to enounce that education is a branch of sociology, and must, therefore, be deduced from biology and psychology. These services cannot be obscured by his many limitations and inconsistencies. As an individualist he set himself to stem the spirit of the age, and most of our recent advances in education seemed to him aberrations or retrogressions. His prime postulate—that the subjects most useful for life are likewise the most disciplinary—is a paradox that no practical teacher could have maintained. To relegate literature and art to leisure hours was a violation of the Christian maxim "Man shall not live by bread alone," or, as the heathen philosopher puts it: "Propter vitam vivendi perdere causas." Science is the guide of life; but it is the strong meat, unfit for babes and injurious to all as an exclusive diet. Lastly, Mr. Spencer's doctrine of consequences, inherited from Rousseau, may be a sound basis of morals (on this we offer no opinion), but it gives little or no guidance to the teacher of youth.

Herbert Spencer.

SIR NORMAN LOCKYER, at the annual dinner of the Sheffield University College, boasted that his Presidential Address had drawn two hundred leading articles in the newspapers, and proceeded to reply to various criticisms. We know not whether the *Journal* was one of the two hundred; but, in any case, he failed to catch the point of our comments. A capital sum of £24,000,000, the amount he demanded for higher education, is comparatively a *bagatelle*, not a fifteenth of what has been spent in the last thirty years on primary schools, and producing not half the income that the German Government assigns to German Universities. Agreed; but elementary schools are only remotely, and to an infinitesimal degree, the feeders of Universities. While secondary education is stunted and starved it is premature (we might use a stronger word) to clamour for the foundation of new professorial chairs and the endowment of research. If Sir Norman will turn to the Special Reports of the Board of Education, and compare the respective percentages of the population in England and in Germany attending secondary schools, we think he will acknowledge that he has not laid his axe to the root of the tree.

Sir N. Lockyer's Eldorado.

MR. CLOUDESLEY BRERETON, in the *Daily Chronicle*, puts forward a solution of the religious difficulty in rate-aided schools suggested by his experience as a Commissioner for the Board of Education in French *lycées*. There, whenever there is a sufficient number of sectarian pupils to warrant it, a Catholic almoner, a Protestant pastor, or a Jewish rabbi is appointed and paid by the State. Why should we not have our State-paid school chaplains whenever a class of twenty or twenty-five denominationalists can be found for them? At £15 a year per chaplain, the cost, he calculates, would be under half a million. Saturdays would be devoted to congregationist teaching. The Church of England might have the mornings and the Free Churches the afternoons. There is, we are afraid, a fatal flaw in the analogy. The French *lycéen*, as a rule, is a boarder, and he is marched off to his pastor or his rabbi just as Tommy Atkins is marched off to church parade. Does Mr. Brereton imagine that our village Hampdens will drive their sons, or let them be driven,

Mr. Brereton on School Chaplains.

to learn the Church Catechism or the Westminster Confession, or that youngsters will voluntarily surrender their whole holiday to enjoy what for them will be a double dose of church or chapel?

The Seamy Side of Education.

IT is well, when all except fiscal reformers are proclaiming the marvellous social and educational progress of England in the last century, to find an educationist who dares to look on the seamy side and deliberately pronounces that our progress has been backwards and netherwards. Such is the general purport of Canon Lyttelton's sermon to the Summer Extensionists at Cambridge, printed in the December *National Review*. We prate, forsooth, of University reform. But Henry Kirke White (we are told) was led by his devotional reading and piety to long for a University education. Would he have cared for the modern University depicted in "Charley's Aunt"? At the beginning of last century "the moral evil" in public schools was unknown; "from 1860 to 1890 among high-minded men there was a sense of hopelessness as to the possibility of extirpating it." Again, schools like Uppingham have sprung into new life, but it has been at the expense of their neighbours. "Suppose one of these schools of the number of two hundred or three hundred pupils were closed: the parents of the country would lose nothing, as there would be plenty of room in the neighbouring schools for the larger supply of boys, and meantime ten or fifteen educated energetic men would be liberated for work elsewhere." And what of elementary education? Surely here is progress. Not a bit of it. Our primary schools have all the defects of our secondary schools, with none of the virtues. We teach our children to read, "and they do read—papers filled with inducements to bet and with a strain of degraded animalism running through every page. It is perfectly certain that, with the youth of the proletariat able to read, vile stuff will be printed and sold in thousands of sheets day by day."

Protection or Free Trade in Education?

SO ends the Canon's prophecy of lamentations, mourning, and woe. There are, it is true, some high lights in the *chiaroscuro*, but they are faint and few. Games in our public schools have been organized and natural history is encouraged—two saccharine globules in a sea of absinthe. Where is much light, says Goethe, there is strong shadow, and it is wise, as we said, to mark the shadow; but we doubt the wisdom of maintaining through a long article the monstrous paradox that the last century has been an age of retrogression. Were the Oxford and Cambridge of Gibbon and Porson more religious than the Oxford and Cambridge of Jowett and Westcott? Was the Uppingham of Thring a splendid error? Was there no reason in Thring's contention that no boarding school should ever exceed three hundred in numbers? Is it true that our Board schools breed only clever devils? Is it not a gross libel on our primary teachers to insinuate that they are indifferent to character? Was the Act of 1870 a gigantic blunder, to be regarded by good educationists as Mr. Chamberlain regards the Free Trade Act of 1846? Are we to sigh for the good old days when the Universities were a close preserve and national schools a charity administered by the Church of England? We are sure that these are not Canon Lyttelton's views, but such is the impression that the article must produce on those who do not know him. What weight can we attach to an article on education in the nineteenth century in which the word "science" does not once occur? This is indeed the play of "Hamlet" without the Prince.

The Tenure Conference.

THE Conference on Tenure in Public Secondary Schools has held two meetings, with Sir Edward Fry in the chair on both occasions. We are very glad to announce that the representatives of the two Associations—Head Masters' and Assistant Masters'—were able to agree upon certain recommendations. It is not desirable that these should be made public until they have been laid before the associations at their annual meetings; but it is an open secret that the main contention of the assistant masters is to secure the recognition of their status as servants of the school or of the governing body. Head masters, we believe, are quite ready to grant this claim so far as it can be conceded without injury to their position as responsible agents of the governors. A conference implies that certain matters are in dispute. It is, therefore, clear that each party to the conference must be prepared to make certain concessions if a mutual agreement is to be reached. We hope the members of both associations will recognize this necessity, and that the *concordat* will not be jeopardized by the views of extreme men on either side.

The Free Churches.

THE demands of the Free Churches are clear, and, we are bound to add, logical. So long as the sectarian differences among us remain acute, and so long as teachers are paid from public moneys collected from members of all sects alike, so long will it remain unfair to impose theological or religious tests upon the teachers. In practice, if not in name, the teachers are civil servants, trained, paid, and pensioned by the State. A high standard of right living is all the State can demand as a qualification, seeing that, although we have nominally a State Church and a State religion, we have long ago done away with all religious tests in every other department of public life. It is certainly illogical that the Church of England should claim to impose these tests on certain of the teachers in certain public elementary schools. But this claim Churchmen, to our regret, will not give up voluntarily, and they will have to give it up under stress of compulsion. We regret that it should be necessary to exclude the formal teaching of religion, but it must not be forgotten that a teacher's influence for good is working throughout the whole school-day, and that this influence, whatever may be the teacher's personal belief, acts on the whole for good.

The Mosely Commission.

THE papers have much to tell us about the results of the Mosely Commission, and several individual Commissioners have allowed themselves to be interviewed. Mr. Mosely himself is reported to have said that "the public-school system of the United States is the most potential factor in the commercial supremacy of the nation." Undoubtedly, many Commissioners have been impressed both by the general interest shown by Americans in education and by the willingness with which public money is granted. Naturally these points would impress an Englishman brought up to hear the daily grumble of the citizen at the increase of the education rate and accustomed to the exiguity of the Imperial grants for all grades of schools and for Universities. The secret of the hostility of the ratepayer in England we have already disclosed. It is based on a disbelief that the education of the schools is a help for the practical equipment of life. This scepticism dies hard in England; but it is dying. For the rest we are inclined to believe that English schools, as a whole, have little to learn from the United States either in the matter of buildings, of equipment, or of methods of teaching.

MR. McKINNON WOOD has informed Londoners what the Progressive party of the London County Council hope to do in reference to the London Education Act, if this party shall have a majority after the next election. With the first part of his address we are naturally in full accord, for he repeats the position that we have always taken up. He sees and insists that the Act must be amended. In the meantime his party will loyally carry out the provisions. They will not follow the precedent of Wales, and deny coals to children in unprovided schools. But with the second part of his address we cannot altogether agree. His distrust of the educational expert is too profound, and he would have the Education Committee consist entirely of elected representatives. We consider that one most valuable part of the whole scheme is the opportunity given for the co-optation of members. And we do not think the Board of Education will be convinced by the arguments of the Progressive party. At the same time, we would not wish for a large number of co-opted members each to represent a narrow sectional interest. But in London certainly there are men and women who are not likely to stand for election and whose presence on the Education Committee would be a distinct advantage to the citizens of London.

The London Act and the Progressives.

SIR WILLIAM ANSON'S address at the Goldsmiths' Institute was full of interest and good matter. Humorously he alluded to the fact that, whereas a few months ago all our commercial shortcomings were put down to the schoolmaster and to the Board of Education, it was now discovered that education was nothing and protective tariffs all. It is, indeed, somewhat amusing. For the last two years or so we have been lectured for our shortcomings in education. Now even the *Times* tells us that, with the best education in the world, our commerce is certain to decline under present fiscal conditions. But to return to Sir William Anson. The moral his audience ought to have deduced from his address is a wise one, and it is this: education means the development of all the faculties, and includes learning to enjoy leisure. Whatever a man's special study be, and whether he pursues that study for business purposes or out of scientific interest, he is not well educated unless he glances aside at, and includes, other and kindred subjects of study. A too narrow and a too early specialization do not produce a well educated man, nor do they conduce either to an enjoyment of life or to a full use of faculties.

Sir William Anson.

MORE than six months have elapsed since Lord Rosebery's plan of a London Charlottenburg was hailed with acclamation by the press. At the time we advised a cautious acceptance of the proposed munificent gift; for it seemed to us likely that the money would be wasted either in useless buildings or in unwise competition with existing institutions. We are glad to see that Mr. Bailey Saunders, than whom no one has a more intimate knowledge of the needs and the potentialities of the London University, is doing his best to bring the light of public criticism upon the problem. Sir Arthur Rücker's reply is that the scheme is not yet sufficiently advanced to make public discussion useful. This, of course, may imply that when the plan is settled criticism will come too late. It is obvious that education of University grade in London has two great needs—more money and proper organization. Money does not come in as it should in the wealthiest city in the world. Can it be that both the Treasury and potential benefactors are waiting to see signs of a combined organization that shall make wasteful competition impossible? The so-called London Charlottenburg would be next door to the Technical College of the City and Guilds, and it would require a microscopic examination to differentiate the aims of the two.

Mr. Bailey Saunders and Sir Arthur Rücker.

THE Classical Association of England and Wales, which held its inaugural meeting at University College on December 19, as defined by its articles, is conservative in the best sense, and not aggressive. It seeks "to impress upon public opinion the claim of such studies to an eminent place in the national scheme of education," to improve the practice of classical teaching by free discussion, investigation, and friendly intercourse. The claim is eminence, not pre-eminence, and many of the speakers were careful to disavow any hostility to modern subjects. There is not, indeed, the same need for a Classical as for a Modern Language Association, but, as Sir A. Rücker's address showed, there should be no antagonism, but a generous emulation, between the two. If in methods the classicists have most to learn from modern language masters, all true modernists will stand side by side with their older brethren in maintaining the traditions of exact scholarship and literary culture and in opposing what the late Dr. Kennedy mistakenly stigmatized as a Courier Tripos.

The Classical Association.

THE note of alarm that the Chairman (the Master of the Rolls) sounded seems to us exaggerated. The statistics of the Joint Board Certificate and Local Examinations show no sign of a falling off in classical studies. It is, perhaps, natural that in meetings of this kind the principal speakers should have in their minds their own school-days, and ignore all the changes that have taken place in these latter days. It is true that other subjects of instruction have forced their way into schools, and that the classical form master can no longer rely upon a comfortable twenty hours a week for the study of Latin and Greek. One result of this has been that the classical teacher has been compelled to economize his time and to sharpen his methods. But it is not true that boys spend their time entirely in the study of grammatical forms and minute textual criticism. Indeed the pendulum, as Mr. Page warns us, has already swung too far in an opposite direction, and now the fourth-form boy is more concerned with his model of a Virgilian plough than with either the language or the feeling of the poet. Of pretty text-books with pretty pictures we have enough; and appreciation of lantern lectures on Greek archæology is not the end of classical teaching. Classical teachers must take their stand upon the fact that the best literature of Greece and Rome is unequalled either for thought or language, and that its power will not cease to be felt.

Alarm exaggerated.

WHILE the delegates of head and assistant masters were debating the tenure question there was proceeding at Manchester what is likely to prove a leading case. The facts are briefly these — Miss Edith M. Clarke is Head Mistress of the North Manchester High School for Girls. On November 4 she was summoned to meet the Governors, and was interrogated on certain adverse criticisms in the midsummer report of the inspector and examiner of the school. On the same day she received from the Chairman a letter expressing dissatisfaction with her explanations. In an interview two days later she was advised by the Chairman to resign. On the 11th Miss Clarke sent in her resignation

A Dismissal Case.

under protest. On the 17th six of the staff (all but one) tendered their resignations. On the 23rd a requisition was sent to the Governors, signed by 112 parents out of a total of 125, asking them to delay their decision with a view to a withdrawal of Miss Clarke's and the staff's resignations, and expressing their complete satisfaction with the manner in which Miss Clarke had discharged her duties and their appreciation of the high moral influence she had had on the lives of their children. The Governors declined the parents' request, and on December 3 accepted the resignations of Miss Clarke and of the staff. Since then we are informed that the protesting parents have formed a committee to start a new school to be carried on by Miss Clarke and her staff, and that arrangements have already been made for opening the school with the new year.

WE have stated the bare facts, and, conscious as we are how impossible it is for an outsider to know the whole case, we feel great diffidence in offering any comments. On the one hand, the Governing Body, of which Prof. Lamb is Chairman, is one that must command respect. On the other, Miss Clarke brought from Clifton credentials, as to teaching and character, that cannot be disputed, and she has faithfully served the Governors of the North Manchester High School for eleven years. An incompetent head mistress does not carry with her the whole of her staff and the bulk of her pupils' parents. We can add that there is nothing in the reports of the last five years to justify dismissal. "Zeal and ability," "Zeal and earnestness," "Zeal and enthusiasm"—these are the dominant notes; and even in the last and least favourable report "Discipline well managed," and "feeling of comradeship, of working in unison between pupils and instructors," are emphasized. The main fault criticized resolves itself into too great eagerness of the pupils in answering and "hurling questions at the teacher," a virtue, surely, though in excess (we have often wondered what report a Government inspector would have written after a casual visit to Edward Bowen's classroom), and no justification for the Chairman's interpretation —"supervision lax and discipline not what it ought to be." There may, of course, be in the background other just causes of complaint of which we know nothing, but we do say that this is a *prima facie* case for an appeal to the Board of Education, which, we take it, will be found among the resolutions adopted by the Joint Tenure Committee.

Not Proven.

MR. SAMUEL FIRTH, M.A. Cantab., writes a foolish letter to the *Times*, protesting against the application of the County Council grant by the Senate of the University of London to the promotion of the study of German—"the scandalous preference and aggrandizement of the German language over the French," as he puts it. In Mr. Firth's commercial scale French comes first; then Spanish; and after them, according to the number of our possible customers, Arabic and Japanese. German is an extra, like dancing, to be taken by those whose business or pleasure requires it, and it is monstrous that it should be paid for out of ratepayers' money. There is no dealing with such an aggravated case of fiscalitis. Also, we would suggest to Mr. Firth that on the lowest utilitarian grounds German cannot be left out of account. The doctor, the publicist, the theologian, the physicist, are all heavily handicapped without a knowledge of German; and even Mr. Firth will allow that it is not the one end and aim of a University to train bagmen. That Mr. Firth's £10,000 turns out to be £1,600 is a detail.

No Germans need apply.

THE Primate's open letter to Lord Ashcombe is a sad confession that between the Church and the Free Churches compromise is no longer possible, and that the battle must be fought out to the bitter end. The two points on which the Archbishop sets up his rest are the imparting of denominational instruction within school hours and the appointment of head teachers by the managers of non-provided schools. The first point has been already discussed by us in all its bearings, and there is nothing more to be said. As to the second, his Grace seems to us incapable of grasping the position of his antagonists, and content to score a dialectical hit. It is, he argues, absolutely false to assert that "the Bill imposes sectarian tests upon thousands of teachers." Teachers, he maintains, stand in this respect exactly where they stood before. Perfectly true; but what he fails to see is that the head and front of the Act's offending is that, while entirely shifting the burden of maintenance, it preserves, as regards the appointment of head teachers, the *status quo ante*. As is the master, so is the school; and a school with a clerically minded head master will be a clerical school. This fact is patent to both sides, and on this they must needs join issue.

An Ultimatum.

IN a recent number of the *Guardian*, Sir John Gorst returns to the charge that the Local Education Authority has an urgent duty to perform in reference to the physical well-being of the children that it undertakes to teach. The inquiry prosecuted in Edinburgh, on which we have already commented, reveals a state of affairs at once shocking and astounding. A large minority of the children examined were reported to be habitually underfed and underclothed. To force a hungry child to exert its brain is gross cruelty. Sir John points out that the three primary necessities of health that the Education Authority must provide are fresh air, pure water, and adequate warmth. Parents, on the other hand, must be responsible for food, clothes, and cleanliness. The Education Authority can exert influence in these directions. Where underfeeding is the result of ignorance it can supply knowledge. It can insist upon cleanliness. Children ought to be protected from contact with other children who are not clean. It is to be feared that further inquiry will result in a confirmation of the Edinburgh results. Will Sir William Anson make good his promise of an inquiry? His predecessor promises to bring the matter again before Parliament at an early date.

Underfed Children.

IN the report of the Governor of the Royal Military Academy at Woolwich appears the complaint of defective writing and a want of knowledge of English grammar and composition due to the neglect of the English language at school before the cadets joined the Academy. Some years ago we heard the Master of Trinity utter a similar plaint in reference to scholarship candidates at the Universities. Now we hold, in common with many educationists, that no better and more thorough linguistic training can be obtained than from a study of Latin in case a boy remains at school long enough to make the study fairly complete. Slipshod writing and inconsequent thought are impossible to a genuine Latinist. And yet the complaints we have stated above are fairly general and are certainly not without foundation. It is for classical masters to meet the attack. We are inclined to believe that the evils complained of largely result from want of practice in writing the mother tongue rather than from ignorance of the

Classics and English Composition.

laws of construction. The best theory is valueless without practice. If the same care were taken over written translation from Latin into English as is given to translation from English into Latin, we believe that the complaint would cease to be well founded.

Farm Labourers at eleven.

THE agricultural expert says that boys in the counties must be got out into the fields at the age of eleven or that they will never take to farm work. The schoolmaster wants to keep the boy until the age of fourteen or fifteen, and, himself trained, up to a certain point, in polite letters, endeavours, consciously or unconsciously, to make his pupil like himself. It is an old story, and we have considerable sympathy with the agricultural expert. We have more than once emphasized the moral of Mr. Morant's paper on higher primary schools in France. The education given in agricultural districts to children who will or should remain upon the soil ought to be an education fitted to their environment, and not an education that prepares a boy to earn five shillings a week in a city office. The difficulty lies in the training of teachers, and while our colleges turn out men to one pattern the difficulty will not be solved. We want an education that will make a boy intelligent in his field work and able to derive pleasure from a life of country toil, and so far the Board of Education has not solved the problem. We cannot admit the solution that would remove a boy from school at the age of eleven.

Wales and the Board of Education.

THE Board of Education will need all its tact supplemented by all the acumen of its legal advisers to meet the *impasse* in Wales. Its first step does not strike us as being politic unless the Board has some information that is not at the disposal of the public. Practically the Flint County Council has refused to carry out the provisions of the Act, which provides that, in such a case, the Board of Education may compel the Authority to fulfil its duty. The full delay allowed to a recalcitrant Authority has elapsed, and, under the Act, the Board of Education should itself undertake the administration. But the Board has written to the Council that the appointed day will be postponed until the first of February. The presumed object of this action would be to allow the Council time to reconsider its position; but it has acted deliberately, and we cannot think that any implied threats will induce it to change its mind. In the end the Board will be obliged to administer the Act in Wales, and a more unhappy state of affairs it would be difficult to imagine. It would be easier to drive people to church at the point of the bayonet than to raise an education rate in a hostile area.

Unwise Action.

IN our opinion the Welsh counties are acting unwisely from their own point of view. If they refuse to administer any part of the Act, that administration is taken out of their hands and performed by a higher Authority. They consequently lose all direct influence in the control of the denominational schools. They refuse to administer because they deem the Act does not give them sufficient control, and, by their refusal, they give up the control that they had. We believe the County Councils underestimate the control given them by the Act. Whether this be so or not, it would surely be wiser for them to accept the position, making their influence felt in the denominational schools so far as possible, and, in the meantime, agitating in a legitimate way for the amending of the Act. The Council supplies almost the whole of the money and has a representation of one-third only on the Managing Body. This, it seems, is the real grievance, and it is a serious one. But it is ill met by a refusal to administer the Act. Possibly the Board of Education has reason to believe that the additional delay granted will give time to the Councils to reconsider their position. But we fear this is a vain hope.

Social Meetings for Informal Discussion.

A VALUABLE, and, as we hope, fruitful, experiment is to be tried on the initiative of the Association of Assistant Masters. This is the establishment of social meetings for the informal discussion of educational questions. The first meeting is fixed for the third Thursday evening of this month. The co-operation of several persons of influence has been secured and invitations have been issued to a number of kindred societies. The expenses of the first three meetings have been guaranteed by one of the London Branches of the Association. The discussions ought to prove both interesting and stimulating, and it is particularly important at the present time that schoolmasters should not lose sight of the more esoteric side of their work in the midst of the daily alarms of Education Acts and Local Authorities. We use the word "experiment" in describing the proposed meetings because the informality of their character makes it impossible to predicate a definite result. But we are sure that with proper management and sympathetic co-operation these informal discussions will "supply a want" for London teachers, and we hope they will become a permanent institution.

TEACHERS' GUILD NOTES.

[*By a resolution of the Council, of June* 19, 1884, "The Journal of Education" *was adopted as the medium of communication among members of the Teachers' Guild; but* "The Journal" *is in no other sense the organ of the Guild, nor is the Guild in any way responsible for the opinions expressed therein.*]

SEVERAL complaints have been levied against the Committee which is organizing the Joint Conference of Educational Associations on January 11 by secretaries and members of other associations, who urge that their own particular association should have been officially represented at the Conference. If certain associations agree to hold a joint conference, it is hard to see what grievance can be lodged against them by other associations who have not so agreed. It is not as though the ten associations represented at the Conference claimed to be the mouthpiece of the whole teaching profession: they merely speak as representing a section of the profession, and, however considerable a section they may feel that to be, they recognize their own limitations. And, if due regard be had to the heads of discussion at the Conference, we think it must be admitted that these particular associations are peculiarly fitted to deal with them. Composed as they are of teachers as teachers, not as teachers of any particular subject, there is a breadth about them which is absent from associations which are confined to, say, teachers of art, modern languages, music. And it is this cosmopolitanism, if we may call it so, that makes their discussion of the matter in hand of more than ordinary value. The question is one of *general* education, and the associations are of a *general* character. Apart, too, from any such considerations, the fact that the Conference is only a one-day meeting enforces limits to its comprehensiveness; for it would be impossible in so short a time to allow a proper discussion of the place of particular subjects in a rightly co-ordinated scheme of education. All we can hope for on the 11th is an indication of the general lines which educators should follow.

IF members of the Guild attend in adequate numbers, the Conference on January 12 and 13 will form a propitious introduction to the new year, and will encourage the Council greatly

in the tasks which lie before them—in the general task of making the Guild more and more the mouthpiece of the professional conscience, and in the various special tasks connected with the educational politics of the moment and the improvement of method and conditions of teaching. We have now secured a full list of openers, and nominated speakers for the subjects of discussion, all of which are, surely, of immediate and practical utility. The revised programme, which will be distributed on January 12 in the Conference building, will show under the head "The Register of Teachers: (*a*) Its Limits, (*b*) Its Distinctions," the names of the Rev. H. Wesley Dennis, M.A., Principal of St. John's Training College, Battersea, and Mr. J. W. Iliffe, Head Master of the Central Higher School, Sheffield, as speakers, along with Mr. G. F. Bridge, M.A., of Dulwich College. Under the head "The Supply of Teachers, as affected by Registration Conditions," Mr. W. H. C. Jemmett, M.A., Owen's School, Islington, will speak on "Tenure," after Mr. Rouse; and Mr. J. Tarver, as well as Miss Faithfull, will speak on "Remuneration." Mr. Tarver's attitude has already found expression in a striking article in a recent number of *Macmillan*, but this will not lessen the interest in listening to his remarks. The discussion on this subject, under its three main heads, should serve to bring out and impress on the public the great importance of the issues involved, as affecting the efficiency of school teaching. If something can be done on January 13 to bring home to educational administrators of all sorts and to parents the need of radical reforms in the matter of the security and payment of teachers, our Conference will have done valuable work. We all see the advantages that attach to giving a free hand to the head of a school in staffing, but it can be obtained at too high a price, to wit, the refusal of good men to enter the profession at all; women, at present, we regret to say, cannot afford to be choosers. As to remuneration, we regard the better payment of the teacher as the best and most obvious way to promote national economy in education.

A GOOD educational exhibition is of much service to teachers, especially to provincial teachers, as enabling them to see the newest works under conditions more favourable than can be obtained in a bookseller's shop. A large number of our leading publishers will take part in the Exhibition which will be open in the City of London School during the Joint Conference on January 11 and the Teachers' Guild Conference on the two following days. We hope that their pains will be rewarded by what they look for—an examination of what they will show by all members of both Conferences. The fact that purchase is not expected will make it much easier to survey in a leisurely manner the text-books, class-books, maps, and diagrams which will be brought together. Almost all the well known publishing houses which produce school publications will be represented—less fully in many cases than they would like, owing to limits of space outside the Conference Hall itself.

BOOKS OF THE MONTH.

Annotated English Texts.

Hamlet. Dent's Shakespeare for Schools, 1s. 4d.
Shelley: Adonais. By W. M. Rossetti and A. O. Prickard. Clarendon Press, 3s. 6d.
Irving: Oliver Goldsmith. By C. R. Gaston. Ginn, 2s.
Much Ado about Nothing. By Alfred L. Cann. Ralph, Holland, 2s.

Classical.

Übungsbuch zum Übersetzen aus dem Deutschen ins Lateinische für Tertia. Karl Brandt. Williams & Norgate, 3s. net.
Greek Syntax. By G. A. Floyd. Longmans, 3s. 6d.

Drawing.

Copies in Silhouette for Brush Drawing. By W. R. Bullmore. Art & Crafts Co. (King's Lynn), 6d. net.
Exercises in Drawing and Woodwork. By W. R. Bullmore and J. Hollingworth. Art & Crafts Co. 8d. net.

Geographical.

"Clear Round!" By E. A. Gordon. Sampson, Low.
Growth of the British Empire. By M. B. Synge. Blackwood.
India, Our Eastern Empire. By Philip Gibbs. Cassell, 2s. 6d.
Australia, The Britains of the South. By Philip Gibbs. Cassell, 2s. 6d.

History.

An Epoch in Irish History. By J. P. Mahaffy. Unwin, 16s.
Historical Studies. By John Richard Green. Stray Studies. By the same. Macmillan, 4s. each net.
Growth of English Industry and Commerce, Modern Times. By Cunningham. Cambridge Press (in 2 vols.), 25s. net.

Mathematics.

Elementary Plane Geometry. By Baker. Ginn, 2s.
Dynamics. By Briggs and Bryan. Clive, 3s. 6d.
Statics. By Briggs and Bryan. Clive, 3s. 6d.
Infinitesimal Calculus. By Daniel A. Murray. Longmans, 7s. 6d. net.
Geometry for Technical Students. By E. H. Sprague. Crosby Lockwood, 1s. net.
Theory of Integers. By Bowden. Macmillan, 5s. net.
School Geometry. Part V. By Hall and Stevens. Macmillan, 1s. 6d.

Miscellaneous.

Guide to the Legal Profession. By a Lawyer. Hodder & Stoughton, 3s. 6d.
Irish Life in Irish Fiction. By Krans. Macmillan, 6s. 6d. net.
Gower's Confessio Amantis. By G. C. Macaulay. Clarendon Press, 4s. 6d.
Helio-Tropes. By Perceval Landon. Methuen, 3s. 6d. net.
Essays and Addresses. By Lord Avebury. Macmillan, 7s. 6d. net.
Health, Wealth, and Wisdom. Methuen, 1s. net.
Handy Touring Atlas of the British Isles. Newnes, 1s. net.
Stanley's Life of Dr. Arnold. Hutchinson, 1s. net.
Beyond the Sunset, and other Verses and Plays. By Florence Verinder. F. Verinder, 376 Strand.
Some Popular Philosophy. By G. H. Long. Sonnenschein, 2s. 6d.
Catalogue of Prints, Modern Etchings of the Foreign Schools in the National Art Library. Eyre & Spottiswoode, 4s.
Adam Smith's Wealth of Nations. By Hector Macpherson. Oliphant, Anderson, & Ferrier, 1s. net.
Mors et Victoria. Longmans, 5s. net.
The Yellowplush Correspondence. Macmillan, 3s. 6d.
Platonism in English Poetry. By J. S. Harrison. Macmillan, 8s. 6d. net.
Fifty-two Sundays with the Children. By Learmount. H. R. Allenson, 3s. 6d.
John Howard, the Prisoner's Friend. By L. O. Cooper. Sunday School Union, 1s.
A School's Life. By Rev. Cecil Grant. Marshall Brothers.
Isaiah. Vol. II. (chapters xl.–lxvi.). By Dr. W. E. Barnes. Methuen, 2s. net.
The English Heroic Play. By L. N. Chase. Macmillan, 8s. 6d. net.
Chambers's Cyclopædia of English Literature. Vol. III. By Dr. David Patrick. 10s. 6d. net.

Modern Languages.

Los Ladrones de Asturias. By F. A. Kirkpatrick. Cambridge Press, 3s.

Music.

Songs of the Eighteenth Century. By Hoare and Lewis. Curwen.

Scientific and Technical.

Practical Chemistry. Part II. Analytical Chemistry. By Clowes and Coleman. J. & A. Churchill, 2s. 6d. net.
Experimental Science. By Clough and Dunstan. Methuen, 2s. 6d.
Fatigue. Mosso and Drummond. Sonnenschein.
Eton Nature Study. Part I. Hill and Webb. Duckworth, 3s. 6d. net.
Electric Lighting and Power Distribution. Vol. II. By W. Perren Maycock. Whittaker, 7s. 6d.
Introduction to Physical Chemistry. By James Walker. Macmillan, 10s. net.

THE LONDON DAY TRAINING COLLEGE opens this month its department for secondary teachers. Candidates must have taken a University degree or its equivalent. They will receive both practical training and preparation for the London Diploma under the direction of Prof. Adams. So far, we understand, there have been about twenty-five entries. Applications for admission should be addressed to the Secretary, Technical Instruction Board, 116 St. Martin's Lane, W.C.

CALENDAR FOR JANUARY.

[*Items for next month's Calendar are invited. Matter should reach the Office, 3 Broadway, Ludgate Hill, London, E.C., by the 23rd inst.*]

7–9.—Conference arranged by Technical Education Board at South Western Polytechnic, Manresa Road, S.W. (The exhibitions in connexion therewith will be open from January 5.) Tickets from Dr. Kimmins, 116 St. Martin's Lane, W.C.

8, 9.—North of England Education Conference. Yorkshire College, Leeds, 10 a.m.

9.—London University. Inter. Mus., B.Mus., and D.Mus. Pass Lists published.

9.—Annual General Meeting of Incorporated Association of Assistant Masters, at Mercers' School, Holborn, 10 a.m.

11.—London University. Matriculation Exam. begins.

11.—Joint Conference of Educational Associations at the City of London School, Victoria Embankment, 10 a.m. to 5 p.m.

12.—Annual Meeting of Incorporated Association of Assistant Mistresses in Public Secondary Schools at High School, Norland Square, 10.30 a.m.

12, 13.—General Conference of the Teachers' Guild at the City of London School.

12–13.—Annual General Meeting of Incorporated Association of Head Masters at the Guildhall. January 12, 10.30 a.m.; January 13, 11 a.m.

13.—Annual Meeting of Private Schools' Association at the College of Preceptors, Bloomsbury Square, 2.30 p.m.

14.—Bedford College, York Place. Miss Edgell on "Psychology," 5 p.m.

15.—Post Translations, &c., for *The Journal of Education* Prize Competitions.

16.—Meeting of Public Schools Science Masters' Association. At Westminster School, 1.45 p.m.

18.—London University. Prel. Sci. Exam. and Inter. Med. Exam. begin.

19.—King's College (Women's Department). Course of Lectures on "Greek Life and Thought," by W. G. de Burgh, M.A., 3 p.m.

21.—King's College (Women's Department). Course of Lectures on "Retrospects and Reminiscences," by William Knight, Emeritus Professor, St. Andrews, 12 noon.

21.—St. Mary's College, Paddington. Prof. Adamson on "History of Education in the Seventeenth Century," 5.30 p.m.

22.—King's College (Women's Department). Course of Lectures on "The Treatment of Nature in English Poetry," by Miss L. M. Faithfull, 11 a.m.

22.—Post School News, items for this Calendar, &c., and Advertisements for the February issue of *The Journal of Education*.

23 (and succeeding alternate Saturdays).—King's College, London. Lectures on "The Teaching of Arithmetic and Algebra," by Prof. Hudson, 10 a.m.

23.—General Meeting of the Mathematical Association at King's College, Strand, 2 p.m.

25.—King's College (Women's Department). Course of Lectures on "The English Novel up to 1850," by Miss Lee, 11 a.m.

25 (first post).—Latest time for receiving urgent prepaid school and teachers' advertisements for the February issue of *The Journal of Education*.

25.—University College. Lecture by Prof. Adams, 11.30 a.m.

27.—King's College (Women's Department). Course of Lectures on "India, 1707–1773," by J. K. Laughton, Professor of Modern History, 12 noon.

28.—King's College (Women's Department). Course of Lectures on "The Rise and the Development of the Essay," by Miss L. M. Faithfull, 5.30 p.m.

29.—Association of Technical Institutions at the Leathersellers' Hall, London. Sir John Wolfe Barry in the Chair. Address by Sir John Gorst.

30.—General Meeting of the Société Nationale des Professeurs de Français en Angleterre at the College of Preceptors, 4 p.m. (Distribution of Prizes, 4 p.m., on February 13, at the Mansion House.)

The February issue of *The Journal of Education* will be published on Saturday, January 30, 1904.

HOLIDAY COURSES.

NANCY.—All the year round. French. Apply—Monsieur Laurent, à l'Université, Nancy.

PARIS.—Easter and Christmas Holidays. French. Apply—Mr. W. G. Lipscomb, County High School, Isleworth.

SANTANDER.—Teachers' Guild Holiday Course, August 4.

TOURS and NANCY.—Teachers' Guild Holiday Course, August 2.

INFORMATION COLUMN.

J. E. BARTON wishes to know where to find an account of the function and constitution of the various Committees which receive their authority from the County Authority.

[The *Schoolmasters Yearbook* for 1904 gives names, officers, &c., of all such Committees.]

In the debate on Military Education at the United Service Institution, to which you referred last month, Mr. Somerville gave some interesting figures as to the Army Class at Eton. The class numbers 105, and from 1897 to 1899, of 26 entries for Woolwich, 22 passed; of 66 entries for Sandhurst, 44. In 1902 the corresponding figures were: 12—3; 19—17. Can you give me the figures for Cheltenham, Harrow, and the other leading Army seminaries?—COLONEL.

ORDNANCE SURVEY MAPS.—Few teachers are aware that any recognized school or Education Authority can obtain special editions of sheets of the one-inch map printed on strong paper at rates ranging from £1. 5s. per 200. Orders should be addressed to the Director-General, Ordnance Survey, Southampton. A leaflet of the Geographical Association, to whom we owe this boon, may be obtained from the Hon. Secretary, 4 Broad Street, Oxford.

REGISTRATION.—We have received two separate complaints that letters addressed, according to our instructions, "The Registrar, 49 Parliament Street, S.W." have been returned with "Insufficiently addressed." Such stupidity or red-tapeism on the part of the G.P.O. is incomprehensible. There is nothing for it but to give the full official address: "The Registrar, Teachers' Registration Council, 49 and 50 Parliament Street, Westminster, S.W."

BROWNING.—Will a member of the Browning Society, if any are left, solve for me two *ἀπορίαι*? The last line of "Meeting at Night,"

"And the need of a world of men for me"

—does it mean "my desire to mix with men," as opposed to one woman, or "the wants of my fellow-men, my service of humanity"? And the last line of "Bishop Blougram":

"He has handled his first plough
And read his latest chapter of St. John"

—does it mean that Gigadibs has read his Bible through from Genesis to the Revelation, or has ceased to trouble himself with the metaphysical gospel?—A. B.

MODERN LANGUAGE ASSOCIATION.

THE Annual General Meeting of the Modern Language Association was held at the College of Preceptors on Tuesday and Wednesday, December 22 and 23, 1903.

The Chair was taken on Tuesday by Sir ARTHUR RÜCKER, M.A., D.Sc., LL.D., F.R.S., Principal of the University of London, President for 1903.

The Hon. Secretary's report showed that 63 new members had been elected, bringing the total up to 470—an increase of 50 on 1902. A deputation to urge the views of the Association on the teaching of modern languages at the Osborne Naval College had been received by Lord Selborne at the Admiralty. Public lectures in London on literary subjects had been arranged, and the first two, by Dr. Reich and Sir H. Jerningham, had been delivered.

Mr. W. W. GREG rendered a report as to the *Modern Language Quarterly*. He regretted to announce that the December number was not yet ready, but he hoped that it would appear early in the new year. During the summer the magazine lost the services of Dr. Heath as editor, and at the request of the Committee he (Mr. Greg) undertook the editorship for the remainder of the year. He had now tendered his resignation to the Committee, because it seemed to him that the continuation of the so-called academic section was incompatible with the teaching section. The Association were trying to appeal to two different sections of persons, neither of which was much interested in the other, and each of which was unwilling to devote space and expense to the other. He recognized that in an Association of that kind it was expedient that the teaching section should predominate, and he thought that it was perfectly reasonable and fair that it should do so.

The PRESIDENT (Sir ARTHUR RÜCKER) then delivered the following address:—

It is, perhaps, a sign of the times that I, a man of science, with no special knowledge of your subject, should be called upon by you to address you as your President. In part I have no doubt that this is due to the fact that I have the honour to be the Principal of the

University of London, and in that capacity am brought into contact with many and varied currents of thought in the educational world. In part it may be that the international character of natural science forces scientific men to take an interest in modern languages—an interest which is often confined to regarding them as necessary instruments for the attainment of natural knowledge, but which, we may hope, will, in an increasing number of cases, extend to the literatures to which those languages are the keys. But, whatever my qualifications or disqualifications, you have chosen me as your President, and you must forgive me if in my address I frankly deal with questions on which you are experts from an external and non-expert point of view.

Classics and Modern Languages.

In the first place, then, let me say a few words on the general question of the relations of the time-honoured systems of classical education and those more modern developments in which you, as teachers of modern languages, and I, as a teacher of science, have for long been interested. The foundation, on Saturday last, of a Classical Association of England and Wales in view of the danger, stated by the Chairman to exist, that classical studies would be "absolutely excluded from any part in the education of the country," makes it especially desirable that the aims and objects of those who are connected with the new studies should be clearly defined. I count myself among the supporters of a classical education. I certainly should advise parents who can afford it to base their children's education on the classics. But, if the study of classics is endangered, and if it is to be successfully defended, it is of no use to employ arguments which do not touch the case of the opponent. It is, for instance, useless to insist on the advantages of an advanced study of Latin and Greek. There is no controversy as to the importance of classical literature. In the case of Greek, especially, the beauty of the language and the fundamental character of the problems discussed in it by writers of unsurpassed ability are unquestioned and unquestionable. We should all grant that those who have really mastered Latin and Greek, who have read and appreciated the great philosophers, historians, poets, and dramatists, have received an education of the very highest type; and that the country would suffer in many direct and indirect ways if this form of education were to die out.

But all this is beside the mark when the *gravamen* of the charge is that, whether it be the fault of the subject or the fault of the method of teaching, comparatively few boys ever reach the stage at which these advantages can be reaped, and that of these the great majority, outside the ranks of professional teachers, throw aside the whole subject when their education is finished, and have not, as a matter of fact, imbibed that interest in ancient authors which would make them the familiar companions of later life. I take it that the real point at issue is not whether lads who can profit from the study of the classics are to be forced to desert them; but whether it would not be possible to distinguish at an earlier age between those who will and those who will not reap any real benefit from Latin and Greek; and to put the latter class to more congenial work. This must, of course, be done without any suspicion that a stigma is thereby attached to those whose mathematical or scientific abilities are as remarkable as, though different from, the talents of their best classical comrades. The division should be made as naturally as that which decides whether a boy is to row or play cricket. In both cases the question should be settled by his individual capacities, without a shadow of degradation attaching to either choice.

Free Options.

This, I take it, is what the more enlightened public schools, if left to themselves, would do. Some have provided and others are providing beautiful laboratories. In some modern methods of dealing with modern languages are being introduced. I hear rumours that the attempt is to be made to trust to Latin for grammatical principles, and to teach Greek with the object of attaining fluency in reading. The main difficulty in the way of all such improvements is the demands of Universities, which have practically enforced the study of the classics throughout the whole of the school career of future undergraduates. The reorganized University of London decided from the first that it would not thus interfere by rigid regulations with the freedom of the schoolmaster. I shall have to return to this point again, so I will not dwell on it now, but it is sufficient to say that the wide options allowed in the Matriculation Examination are intended not to undermine the study of the classics, but to allow the schoolmaster to enforce that study only where he thinks it desirable. It might perhaps be answered that, whether the boy and his schoolmasters do or do not believe it, the reluctant and inefficient study of the classics affords such an incomparable mental gymnastic that it is the business of the University to insist upon it at all costs. With this view, if seriously maintained, I utterly disagree. Granting, for the sake of argument, all the points urged in favour of classical study, the air of unreality imparted to the whole of education by compelling boys to study something from which they feel no benefit, and from which, even in the opinion of their masters, they are getting little good, accounts very largely both for lack of interest in the boys themselves and for the belief in the futility of school and college education which is so characteristic of this country. The system of training which produces scholars, philosophers, and men of the world commands respect, but there are signs of impatience with a method which, for the sake of the few, condemns the many to a drudgery which, as they themselves and their friends believe, leaves behind little of value when they have "put away childish things."

But, if this view be accepted, it must not be forgotten that all that is possible must be done to attach to modern systems of education the benefits which in the past have been derived from the classics. I am not defending early specialization, but the earlier determination of the particular studies from which particular benefits are to be derived. It would be a misfortune if boys of fifteen or sixteen years of age studied science and mathematics only; but for those who have special aptitudes for these subjects and no special literary ability I believe that the advantages of a general education may be better obtained through the medium of modern languages, which will help them in their scientific pursuits, than in the reluctant study of Latin. But, if for this and other reasons the study of modern languages is to take a higher place in the future than in the past, let me remind you that you have a novel problem to solve—novel not in the sense that it has not been attacked elsewhere, but novel in the sense that, as yet, it has not been fully solved in this country.

The Highest Scholarship in both.

The teachers of classics have long given instruction in Latin and Greek not only as dead languages, but as languages for which, as means of intercommunication, there can be no resurrection. I was one of those responsible for framing the conditions under which the "International Catalogue of Scientific Literature" is published. Latin is only included in the list of recognized languages, because a few botanists still use it abroad, but I doubt if one-tenth per cent. of the forty thousand papers which are catalogued annually are written in Latin, and I believe that the practice is decaying. The dream that Latin might be the universal tongue of the learned will never, as far as we can judge, be realized; yet the whole system of teaching languages which are living and spoken and changing now has been based upon that adopted in the case of those which are chiefly spoken at University ceremonies, chanted "in quires and places where they sing," and written either as a charming accomplishment or in the stately interchange of courtesies between ecclesiastical and academic authorities. Thus the belief has sprung up that there is something antagonistic between the power to speak a language and the ability and knowledge to study it as a scholar. An eminent authority on education, now dead, once said in my hearing that "a University had nothing to do with the purely commercial art of speaking a language." My presence in this chair is perhaps sufficient proof that I do not share this view; but you will forgive me if I warn you that, if your Association is to carry out its programme successfully, this imaginary line of division must not produce a cleavage in your own ranks. The foundation of the teaching of modern languages will never stand firm on great popular needs, on the necessity for their support to varied forms of intellectual and industrial activity, if French and German are studied only for the benefit of scholars of high attainment. They will never rank high as forms of mental discipline if they are taught only so as to produce fluent diplomatists and business men.

It is for you to devise a system which shall combine the requirements of practical utility with the possibility of the attainment of high scholarship. For different parts of the path which leads through the one to the other different members of your society may be guides; but it should be clearly understood that they have not divergent interests—that, if the journey is to be accomplished safely, all are necessary. The scholar will glean more advanced students from the crowd, if in its earlier stages the teaching of modern languages is made interesting and useful. The influence of every teacher on his pupils will be all the stronger if he and they know that the subject he teaches is worthy to exercise the ability of scholars of the highest type, and, as such, is fully admitted to academic rank. The Modern Language Association includes teachers of every class, and, believe me, in this unity lies your strength.

The Natural Method.

Turning from these general considerations to particulars, I must leave you to discuss many details on which my opinion would be of little or no value. I believe, however, that the theory that the learning of a modern language should, as far as possible, be assimilated to that of mastering the mother tongue is approved both by your own body and by the instinctive common sense of many who cannot claim to be experts. It is not possible to separate the arts of speaking, reading, and writing a language and the scholarly study of its construction and literature into four or five independent steps, each of which must be surmounted before the next can be reached; but the order in which I have named them roughly describes the order in which the mother tongue is mastered. I know that much has been acccomplished, and largely through your efforts, to adopt this order in the teaching of modern languages; but much remains to be done. Till lately modern languages were studied, not in the spirit of a sculptor intent on beauty of line and the subtle grace of harmonious form, but rather in that of a surgeon conducting a *post-mortem* examination. All that is abnormal,

irregular, and strange was regarded as of more interest than the normal and efficient.

Past Neglect of Modern Languages.

It is not too much to say that, especially in the case of boys, attention to speaking the language was almost confined to the earliest stage of education. Born of well-to-do parents who displayed an interest, which is by no means universal, in his education, a boy of eight or ten years of age may have acquired from a foreign nurse and a good governess some notion of carrying on a simple conversation in French or German. After this, as far as speaking is concerned, he steadily went backward, though at school he learned to read a little and to translate an easy exercise. But the whole subject of modern languages took a lower and lower place as his education progressed, till at the Universities it was practically ignored. In most cases the final result was that the boy passed through life with enough knowledge of French to make himself understood in a hotel, to be thoroughly uncomfortable if asked by his hostess to take a French lady down to dinner, and to fail ignominiously if compelled to write a letter in French without frequent reference to a dictionary. Of course there were many exceptions to this generalization, but they could usually be explained by exceptional circumstances or ability. Few of the older among us who are moderately efficient in the use of a foreign tongue would admit that they owed their mastery to the ordinary routine of English education. In a somewhat humbler rank of life the state of things was worse. To take the case with which I am best acquainted, a lad fighting his way up through the mechanics' institute and the technical school would often be led by what appeared to be his own interest and that of his teachers to neglect everything for the sake of science. If he won a national scholarship, he would have found, up to about four or five years ago, only professors of science (of whom I was one) at the Royal College of Science, and a steady refusal on the part of the Government to supply the teaching in modern languages which these professors declared to be necessary for the advance of their students in the sciences they professed. At no time in their careers would the majority of such lads have had a chance of learning to speak French and German, and it was much to their credit that in many instances they picked up enough to read foreign memoirs.

Teachers and Holiday Courses.

I know that things are better now than the above descriptions represent; but the improvement is spreading slowly, and the time has not yet come to forget how bad they were in the very recent past. What, then, can be done to accelerate the improvement? I believe that you will all answer that the main obstacle is at present the dearth of competent teachers. It is the dominant view that a foreign language should be taught to boys by one of their own nationality who has studied abroad, assisted, if the school is large enough, by one to whom the language in question is the mother tongue. But that arrangement involves a good deal of organization and expense. The would-be teacher of French or German must be sent abroad. The future teacher of English in other countries must come here. The most obvious, and probably the most economical and efficient, way of securing this result would be to effect an exchange of assistant teachers—to make an arrangement with foreign Governments by which teachers would acquire not only a mastery of a foreign tongue, but a wider intellectual outlook from a knowledge of a foreign system of education

But, till this is done, it is desirable to take such steps as are immediately possible to make it easy for teachers of foreign languages to visit for short periods the countries whose tongues they teach. Nor would such a plan be superseded by the larger scheme to which I have referred. Even if that were carried out, it would still be necessary at regular intervals to send the English-born teachers of French, German, or Italian back to the country where these tongues are spoken. Provided that holiday courses do not trench too much upon the rest which is necessary to efficiency, they seem to afford the best means of providing for these wants. Abroad the University of Grenoble has taken an honourable lead in the provision of holiday courses for foreign teachers of French—provision all the more acceptable in that it is made amid charming scenery and close to the playground of Europe. It is probable that this example will be followed.

Arrangements for the provision of similar courses in London were being made by the Teachers' Guild; but, on second thoughts, it appeared that foreign Governments would be more ready to sanction arrangements made with a University than to co-operate with a society or guild. With rare self-abnegation, therefore, the members of the Guild have placed all their knowledge and machinery at the disposal of the University of London. The Senate, on the other hand, have sanctioned the arrangement of holiday courses for foreign teachers in the next long vacation, and, to carry out the scheme, have authorized the appointment of a Board or Boards to which members of other bodies whose co-operation may be desired can be co-opted. On this Board the Teachers' Guild will, of course, be represented, and it is a hopeful augury for the success of the scheme which they initiated that it has the approval of M. Hovelacque, Inspecteur-général de l'Instruction publique, whose recent visit to this country may, I hope, mark the beginning of an era of closer relations between English and Continental teachers.

What the University of London has done.

But, though foreign study and holiday courses are, perhaps, all that can be done for modern language teachers in isolated colleges and schools, it is not all that can be accomplished for those who dwell in a University city. They can be secured from falling behind in the race, both by bringing lecturers from abroad to address them at times when it is convenient for them to attend, and by inviting them to courses on the higher branches of their subject given by the professors of the University. Both these steps have been taken by the University of London. During the present session Prof. Antoine Thomas, of the Sorbonne, is giving, in the rooms of the University, two courses of three lectures each on French language and literature. These lectures are, of course, delivered in French. The first group was attended by many teachers; the second will take place on March 15, 16, and 18. Similarly Prof. Brandin, of University College, has given there, at the invitation of the University, a course of ten lectures on "L'Épopée nationale." Nor is this all. The various divisions of the Faculty of Arts have arranged inter-collegiate courses of lectures in which instruction of the highest type is given, suitable both for post-graduate students and for teachers in whom the burden of teaching has not crushed the ambition to be students still. I take as my example German, which, as I have before explained in public, has been selected by the University as the language to which the whole of that portion of the annual grant of £10,000 a year from the County Council which is available for modern languages has been devoted. One language, and one language only, was selected in order that London might have before it an example, on a fairly large scale, of the method of dealing with such problems which the University would adopt did funds permit. Two professors, Dr. Priebsch and Dr. Robertson, on whose qualifications I need not in this room dwell, and three Readers have been appointed. They lecture in the various colleges as may be convenient; but the centre of their work has been fixed in University College. All the books on German belonging both to the University and to the College have been collected there, in a library which is now open to all graduates of the University, and which, thus strengthened by combination, is far better than their own. This library has been increased by means of the grant from the Technical Education Board, and, I need hardly add, is within a few minutes' walk of the British Museum. I am assured by the professors that the means at their disposal are now adequate to the wants of the most advanced students, and that they can carry on in University College a *Seminar* of which the University need not be ashamed. Their lectures are placed late in the afternoon specially to meet the convenience of teachers who may be able to attend when the bulk of their day's work is done. When funds permit French will be placed on the same footing as German.

What Head Masters have to do.

I hope that I have now convinced you that the Senate is doing all in its power to meet the wants of teachers of modern languages. It is not, therefore, unreasonable to appeal to the governors and head masters of London schools to do what they can to make it easy for their teachers to avail themselves of these advantages.

The question as to whether there shall be a permanent improvement in modern language teaching lies in the hands, not of Universities, not of associations, but of those who control the schools. If they insist on high degrees for their classical masters, but are content to dispense with academical qualifications from those who teach modern languages; if they exact hours so long that a man who fulfils them must necessarily become a drudge, and can give no time to self-improvement; if where the modern system of oral teaching has been introduced they forget the additional strain thus thrown upon the teacher; then modern language teaching will remain at a low level. I know that such evils were rampant in the past. I do not pretend to have personal knowledge as to the precise extent to which they are rife now, but I fear that they are not unknown; and I can only beg the authorities of London schools to do what they can to help the University in the efforts it is making to improve the teaching of modern languages.

The discussion of the possibilities of improvement in schools leads easily to the consideration of the opportunities afforded by a University course for the teaching of French, German, and other modern languages. I have already described the arrangements for teachers. It remains to discuss the courses of study and examinations required from candidates for a degree. The Matriculation Examination is not designed to cover the whole range of a school curriculum. That plan was tried in the past, with the result that the number of subjects embraced in the examination was too large. The strain upon the candidates was unduly great. The doctrine that everybody was to know something of everything fostered cramming. The number of subjects is now five, of which two may be modern languages.

Ideal of the Association.

I should be sorry to leave you with the impression that my mind is full of mechanism, and of mechanism only. The sails and spars of our

new ship may be perfect, but she will never be famous if her crew are content with the ordinary trade routes, and do not sometimes carry her into seas where the soundings are as yet unknown. Intelligent students, well equipped teachers, are essential; but they are not enough unless, from time to time, there are found among them those who, as discoverers, writers, or thinkers, lead men where they have not been before. It was a sound instinct which led your young Association to found a journal in which the best work done in connexion with modern languages might find a place. I frankly admit that the more recondite parts of your subject are so far outside the range of my own studies that I am no judge as to how far you have realized your own ideals; but I am sure that neither a University nor a learned association will be famous unless it numbers among its teachers or its members men who are leaders of thought. Let me, then, urge upon you never to let the questions, pressing as they are, of school and University courses divert you from the determination to be not only an association of teachers, but also an association of students, among whom are found, as they are found now, the names best known in connexion with the study of modern languages. To depart from this ideal would be fatal. To lower the standard of your journal would be a grave mistake. For—

> "If we draw a circle premature
> Heedless of far gain,
> Greedy for quick returns of profit, sure
> Bad is our bargain."

Your past history, however, has sufficiently proved that you will avoid such a mistake, and that, looking back on that history, you are to be congratulated on what has been achieved. More attention is being paid to modern languages and to the methods of teaching them. All over the country, modern methods of teaching are being introduced, and, as I have already said, one of the chief difficulties is to secure a sufficient number of competent teachers. As might be expected, the Technical Education Board of the London County Council is awake to the necessities of the case, and it has just asked the University of London to report to it on the teaching of modern languages in about forty London schools which the Board assists. The University has undertaken the task, and the two inspectors who have been appointed are Prof. W. Rippmann and your Secretary, Dr. Edwards. We feel sure that by such inspectors a report will be produced which will mark an era in the teaching of modern languages in the Metropolis.

With this announcement I must end my address, adding only that I believe that your Association has a great future before it if it still aims at securing that modern languages shall be taught well, shall be taught so as to be useful, and shall be taught so as to deserve the place which they have won among the highest branches of a University education.

A vote of thanks to the President for his address was proposed by Prof. M. E. SADLER (President elect), and seconded by Sir HUBERT JERNINGHAM.

Modern Language Quarterly.

A long and animated discussion followed on the future of the *Modern Language Quarterly*. Three resolutions adopted by the Executive Committee were proposed by the present editor, Mr. GREG, the first of which ran: "That in the official organ of the Association the pedagogic side preponderate, but not to the exclusion of the academic side." Dr. Heath, the former editor, strongly opposed the resolution. It had been sprung upon the meeting and it was virtually an abandonment of scholarship and research, a confession that the teaching of modern languages in England was a mechanic art. Mr. Storr defended the action of the Executive Committee. In theory he agreed with nearly every word that Dr. Heath had said, but it resolved itself into a question of £ s. d. The *Quarterly* had come to an end, partly because the expense had proved too great, partly because it had not been supported by the professors and readers of modern languages. That was why Mr. Greg had resigned the editorship, and no single name had been suggested as a possible successor. It was with extreme regret that the Committee had come to this decision, but the vote had been unanimous.

After further discussion the President announced that Mr. Greg had consented to retain the editorship for the next six months, if it was agreed that the *Quarterly* should be continued for that time on the present lines, till a final decision was arrived at and approved by a general meeting of the Association. This compromise was approved by both sides in the discussion and accepted by the meeting.

At this stage Sir ARTHUR RÜCKER withdrew to fulfil another engagement, and the chair was taken by Prof. SADLER.

A paper on "Herder and England," in commemoration of the Herder Centenary, was read by Dr. KARL BREUL, Cambridge University.

The CHAIRMAN: We should not like to separate without expressing our thanks to Dr. Breul for his interesting and timely paper, and for making himself the spokesman of the tribute which this Association would pay to the memory of Herder. The study of the unexpected and remarkable influence of English literature and English thought, first upon French literature and thought through Prévost, Rousseau, and Voltaire, and others, and then on German thought, is a fascinating and practical subject, and one which falls specially within the province of such associations as this. I would simply add one further word. Considering what Sir Arthur Rücker said this morning, we may feel it particularly appropriate to remember Herder. Few men, I believe, did more to press upon Germany the need of the teaching of the mother tongue in German schools. No one, on the other hand, was more loyal to the best loved classic traditions. We may thank Dr. Breul very cordially for his paper.

Mr. H. WARREN (President of Magdalen College) said he believed that the University of Oxford would feel exactly the same as the University of London and as the University of Cambridge with regard to the modern side of the study of languages not being put in a backward place in the publications of the Association. The delightful lecture which they had just heard emphasized that view.

AFTERNOON SITTING.

After a short interval the members assembled at half past two. The Chair was taken by Mr. STORR, the President, Sir A. Rücker, having to be absent in fulfilment of an engagement at the London University.

Conversation in Class.

Mr. BERNARD MINSSEN, of Harrow, instead of a written paper, gave a delightful "Causerie sur les Auxiliaires de la Conversation en Classe." Professing entire ignorance of theory and pedagogics, he would attempt only to resume and group the results of personal observation and experience. His rule was never to neglect natural conversation and always to address the class in French. There were limits to the method, and it was not one that could be recommended to the *débutant*, but only in this way could the teachers hope to give an atmosphere to the class. He must be quick-witted, and know how "lancer une pointe avec un peu de malice"—for instance, when a pupil was shuffling with his feet and the master asked him, "Qu'est-ce que vous avez aux pieds?" if the pupil answered, "Mes souliers," he must be prepared with the quip courteous. Marks were a detestable expedient, and he agreed with his late colleague Mr. E. E. Bowen that rewards and punishments were the two chief obstacles to good education, but in English schools he considered them at present a necessary evil. The best starting point for conversation was the furniture of the room. Of pictures one could not have too many. The Hölzel pictures seemed to him somewhat artificial and crowded, and to neglect the artistic side. Whenever he visited Paris he brought back as many fancy pictures as he could, *affiches*, illustrations of poems they were reading—such as "La Grève des Forgerons"—advertisements (that of Menier's chocolate was charming), play bills, photographs of Paris buildings and monuments, *le jeu de ciseaux*, &c. Legras's uniforms interested boys greatly, and Hugo d'Alexis's sheets mounted on a roller, so that they could be displayed one after another, gave a great variety. For a change he would hand round common objects of French life—a post-office order, a *bulletin de suffrage*, &c. The blackboard was, of course, an indispensable stand-by, though, by reason of his imperfect draughtsmanship, it led to occasional *déboires*. Thus, when he was trying to explain, by help of the board, the meaning of "une cornue," he was greeted with a shout of "C'est une baleine!" If interest flagged, guessing words and such-like simple games were an unfailing stimulus. He wrote on the board the consonants or the first and last letters of a word, and the boy who first guessed right got a good mark. Then there was "le jeu d'inséparables" or "le personnage et son attribut" (St. George and his Dragon) or "Je vous donne mon corbillon: que mettez-vous là-dedans?" when words beginning with a particular letter were required. Lastly, he had a class lending library, for which a small subscription was required at the beginning of term. It had already grown to over two hundred volumes. Dumas was the prime favourite, but they had more serious works, such as "La Cité antique" and "Cicéron et ses Amis," for which, he confessed, there was less demand. He had found little or no danger of disorder; the chief danger of the conversational teacher was *délassements*, and the one prophylactic was vivacity and variety.

The CHAIRMAN said that they must all heartily thank Mr. Minssen for his most suggestive *causerie*. If he might venture to sum it up, he might say that it seemed to him to be an application of the old tag of Voltaire, "Toute méthode est bonne excepté l'ennuyeuse." It seemed to him that the great danger of the modern method was *ennui*, especially in connexion with what Mr. Minssen referred to in the ancient pictures of the Seasons. He (the Chairman) had never taught them, but he had examined in them and inspected in them, and even that little experience had, he confessed, sometimes bored him. Mr. Minssen had shown them how they could introduce infinite variety into their teaching.

Mr. MINSSEN said he hoped that he had made it quite clear he was not presuming to make any suggestion to teachers of experience. The devices of which he had spoken were well known to teachers who had been teaching for even a short time. He thought, however, that what he had said might be of use as suggestions for beginners.

Mr. SOMERVILLE said they had listened to one of the most useful

addresses which had yet been delivered before the Association, and he intended to put into practice many of the suggestions which he had heard. It was quite possible, even in a large class, and without any danger of confusion, to make a class speak and take an interest in conversation. One device which Mr. Minssen had alluded to he had found very useful. He had got one of the class to write three or four lines on some subject, and then to read it out, and, as it was read, the mistakes were corrected. This was done as a preliminary to the teaching. He found that this was a most useful exercise.

Mr. CLOUDESLEY BRERETON said that one valuable point which Mr. Minssen had brought out was the idea that the class-room should as much as possible recall France. He thought the proper idea of the class-room was that it should, for the time, be a bit of French territory, just as the French Embassy in England was technically a bit of French territory. That idea ought to be aimed at in the class-room. The only way to do that was to surround the class-room with a French atmosphere by hanging French pictures on the walls and maps of the country and pictures of Paris. He thought that English teachers had not sufficiently realized what effect environment had upon the pupil.

Mr. KIRKMAN said it had given him very great pleasure to hear Mr. Minssen's address. When he was in France he made it his habit to collect, as far as possible, the tickets he got on the railway lines and the tram lines, the programmes of the concerts and the theatres he attended, and the wedding cards and mourning cards he received. These things had been a very great help to him in his work, and the boys and girls had taken an immense interest in them, which had well repaid him for the trouble of storing up a great many miscellaneous articles. He had found that guessing questions went very well in the class-room.

Mr. MORIARTY (Harrow) said that he had found it a very good practice, when any lesson had been prepared, to have ten minutes' conversation upon the lesson. The subject of the lesson afforded a simple way of talking French for a few minutes without any real need of any auxiliaries at all. He did not mean to say that auxiliaries were not valuable when they had got them.

Prof. RIPPMANN said there were other pictures besides those which Mr. Minssen had mentioned, and he thought the newer pictures were better and more artistic than the old ones. He had quite recently been conducting some experiments in connexion with a grammar school, and a few days ago they produced some phonograph records. He thought that it would be a valuable auxiliary to have some thoroughly trustworthy records of French or German speech. He believed that in a few months' time it would be possible to offer such gramophones at a very reasonable price.

A paper on "Modern Languages and Modern Thought" was read by Mr. G. G. Coulton, M.A.

Mr. COULTON prefaced the reading of his paper by some remarks which he believed had been rendered desirable by the discussion which took place at the morning meeting. The paper which he was about to read said a good deal about modern classical teaching, but he wished it to be understood that what it said did not refer to classical teaching in the abstract. There was one point then made which it seemed to him to be very necessary to set right, and with which he strongly disagreed. The classical tradition as it was understood too much nowadays, and as it reigned too much in our colleges and schools, was a narrow and exclusive classical tradition. That was not the air of the Renaissance, but was the air of the middle ages. The real Renaissance was a movement for widening human knowledge to its utmost limits, for grasping everything that could be known, and for widening the minds of men as the world widened. The men of the Renaissance were men like Bacon and Descartes. The gospel of Descartes was that every man must work out his own intellectual salvation, and that, in fact, the scholar owed as much to the multitude as the multitude owed intellectually to the scholar. [Remander of paper omitted.]

The CHAIRMAN said he thought they would all allow that the author of "Public Schools and Public Needs" had lifted them from the class-room into the ideal sphere. His paper bristled with disputable points which might be discussed for a long time, but, unfortunately, time pressed, and a deputation was waiting to enter the room for the purpose of making a presentation to Prof. Hales. He would only make the remark that the paper which they had just heard was a very fitting prelude to the presentation of a testimonial to a professor who had done as much as any one in the present generation to further the study of English. Mr. Coulton had reminded them of what they were all liable to forget, namely, that the Modern Language Association did not mean only French and German, but meant the native tongue. They would all agree as to the necessity of laying the foundation, whether of a classical training or of a modern language training, surely and firmly on the native tongue of the pupil.

Mr. STORR then vacated the Chair, and the programme was suspended for a short time.

Prof. J. W. HALES, accompanied by his friends, entered the room, and Dr. Chase, Vice-Chancellor of Cambridge University, took the Chair and presented to Prof. Hales a large folio edition of Shakespeare, as a testimonial from his friends and colleagues. The balance of the subscribed fund remaining unexpended was handed to Prof. Hales that it might be applied for the purpose of some gift for Mrs. Hales. The volume contained the following inscription :—

"As a Token of Affectionate Regard and as a mark of their Appreciation of his Services in the cause of English Literature, this Book (together with other gifts) is presented by the undernamed Friends and Colleagues to Prof. J. W. Hales, M.A., F.S.A., Honorary Fellow of Christ's College, Cambridge, Emeritus Professor of English Language and Literature and Fellow of King's College, London, formerly Clark Lecturer in English Literature, Trinity College, Cambridge, at the Annual General Meeting of the Modern Language Association held at the College of Preceptors, Bloomsbury Square, London, Tuesday, December 22, 1903. 'Sancte et Sapienter.'

"Rev. Dr. Chase, President of Queens' College and Vice-Chancellor of the University of Cambridge; Sir Arthur W. Rücker, D.Sc., Principal of the University of London; Dr. John Peile, Master of Christ's College, Cambridge; Dr. A. W. Ward, Master of Peterhouse, Cambridge; Rev. Dr. A. C. Headlam, Principal of King's College, London; Mrs. Sidgwick, Principal of Newnham College, Cambridge; Very Rev. Dr. Wace, Dean of Canterbury, formerly Principal of King's College, London; Very Rev. Dr. J. Armitage Robinson, Dean of Westminster; Rev. Dr. E. A. Abbott, formerly Head Master of the City of London School; Rev. Dr. James Gow, Head Master of Westminster School; Rev. Prof. Skeat, Elrington and Bosworth Professor of Anglo-Saxon, Cambridge; Dr. F. J. Furnivall, Founder and Director of the Early English Text Society, Chaucer Society, &c.; Prof. W. P. Ker, LL.D., Professor of English Literature, University College, London; Prof. T. N. Toller, late Professor of English, Owens College, Manchester; Prof. C. H. Herford, Professor of English Literature in the Victoria University of Manchester; Prof. W. H. H. Hudson, Professor of Mathematics, King's College, London; Mr. Sidney Lee, D.Litt., Editor of the 'Dictionary of National Biography'; Mr. A. W. Pollard, Printed Book Department, British Museum, Hon. Sec. Bibliographical Society; Dr. H. F. Heath, Director of Special Inquiries, Education Department; Dr. T. Gregory Foster, Assistant Professor of English Language and Literature, University College, London; Mr. C. D. Webb, Lecturer in English, King's College, London; Prof. J. K. Laughton, Professor of Modern History, King's College, London; Dr. Karl Breul, Reader in Germanic, Cambridge; Prof. Priebsch, Professor of German in the University of London; Prof. H. G. Atkins, Professor of German, King's College, London; Prof. A. Schüddekopf, Professor of German, Yorkshire College, Leeds; Prof. V. J. Spiers, Professor of French, King's College, London; Rev. Prof. H. Gollancz, D.Litt., Professor of Hebrew, University College, London; Mr. T. le Marchant Douse, formerly Assistant Registrar, University of London; Mr. G. P. Gooch, Fellow of King's College, London; Mr. W. A. J. Archbold, M.A., Miss Beatrice Beddington, Miss Maud Beddington, Mr. Ernest Bell, Mr. Edward Bell, Miss B. A. Clough, Mr. Reginald S. Faber, Miss Emma Gollancz, Miss Hall, Miss Hamilton, Mr. Alex. Moring, Mr. and Mrs. Moro, Mr. C. J. Munich, Miss E. C. Rickards, Mr. T. Seccombe, M.A., Mr. Richmond Seeley, Mr. Walter Skeat, M.A. Israel Gollancz, *Hon. Sec.*"

Speeches were made by Prof. ISRAEL GOLLANCZ, Prof. SKEAT, Dr. GOW, Head Master of Westminster School, and Sir ARTHUR RÜCKER; and Prof. HALES, in reply, thanked his friends for the honour which they had none him, and the kind expressions of their affection and good will.

Mr. STORR expressed the thanks of the Modern Language Association to Dr. Chase for presiding over the presentation proceedings.

After an interval allowed for tea, the proceedings on the programme were resumed, Mr. SOMERVILLE presiding during the remainder of the sitting.

A paper on "French Grammar" was read by Mr. W. MANSFIELD POOLE, M.A., Royal Naval College, Osborne.

The CHAIRMAN, in inviting a discussion, said that not the least interesting contribution to the proceedings of the present meeting had been the paper read by Mr. Poole. Like all teachers, Mr. Poole had told them it was quite impossible to be entirely faithful to one's theories, and that the teacher had to suit himself to his circumstances. That was a doctrine to which he (the Chairman) must heartily subscribe. Mr. Poole's methods seemed to be very largely inductive, and therefore very sound. Such a paper as this would help to give the *coup de grâce* to the old superstition that grammar must be taught by itself, and not in conjunction with the reading book and with the exercise and conversation.

Mr. KIRKMAN said that he should like to express his agreement with almost everything which Mr. Poole had said, but there was one point on which he had a doubt, for he had had no experience upon it. That was as to whether in advanced classes they could conduct grammar

lessons in French. He knew from his own experience that it was quite possible in elementary classes to conduct the grammar lesson in French without any difficulty, and it always interested the pupils. In advanced grammar, however, there were complicated processes of reasoning which might not be so easily carried on in the foreign tongue. He quite agreed with all that Mr. Poole had said about teaching the noun and the article together, and about not teaching *le page* and *la page* together. He protested against the assumption that those who adopted the reformed teaching neglected grammar. No doubt many of the methods professing to be new or reformed did neglect that subject, but he did not think that any serious reformer would neglect it, or countenance the neglect. He should like to point out what seemed to him to be the distinction between the old method and the new method in respect to grammar. The reformed method stood up for unity of teaching. It did not separate grammar and the reading book, as was done very often even in some schools at the present day. In schools of that class it would be found that the exercises in grammar were taught by one teacher and the reading book was taught by another teacher. Such a division was a remnant of the old system. The reformed system had brought about the application of the oral method to grammar. He condemned the practice of putting conversation on one side as something which did not form part of the method of instruction. Some people seemed to think that the moment they introduced any kind of conversation they had got hold of the reformed method ; but, as far as he could understand the subject, oral instruction was regarded by the reformers as an integral part of the teaching itself, and not as something separate from it. Sentences could be practised orally fifty times over in the time that they could be written once. Another point in the reformed method was that deduction was added to induction. This was a point not quite understood. In the old method the rule was given, and the pupil was expected to believe it. In the new method the teacher did not start at the rule, but started a little before it. That method was not entirely scientific, but he had always adopted it himself. When they had once got to the rule they proceeded to deduction, as in the old method ; but the difference was that the old method was like planting a tree without roots, and the new method was a planting of the tree with the roots. Another thing which the reformed method had done was to insist that grammar was not an end in itself, but a means. He thought that, if what he had stated was correct as to the two methods, he had proved that the reformed method was infinitely more educational than the old, and undoubtedly it was a great deal more interesting.

Prof. RIPPMANN said the question of grammar was a very difficult one, but he could not help thinking that it must, to a certain extent, be left with the teacher to choose between the use of the native tongue, and the use of the foreign tongue in teaching the grammar, and that they must not make an absolute rule that the foreign language should be used for the purpose. Teachers found that the pupils in a class were not all of the same intellectual ability, and he might sometimes waste his own energies and weary the pupils by adopting roundabout ways of expressing in the foreign tongue that which might very easily be brought home to the pupil in English. When the teacher came to a complicated point, and he found that the pupils were being wearied by the use of the foreign language, he ought not to make himself a slave to the idea that the foreign language must be used exclusively. In such a case it would be well for him to use the Engish for a short time to drive home the teaching. He could then reinforce the point immediately afterwards in French or German, as the case might be. It was just the same with regard to the vocabulary. There were certain words which it was extremely difficult to teach exclusively in the foreign language. What they wanted was to lead the pupil by suitable suggestions until associations were formed in his mind which would lead him to the meaning. With regard to the fact mentioned by Mr. Kirkman that they might sometimes find classes divided between two teachers, he did not know whether that was so much a survival of the importance which used to be attached to grammar as an indication of the fact that the modern language teacher was a drudge. As a general rule, the division of a class between two teachers was simply due to the exigencies of a bad time-table which expected too much of the teacher. They must obtain from the authorities a recognition of the fact that the modern language teacher who was conscientious was really a teacher. No one could work on the new line satisfactorily without knowing something of the child's mind. When people did not expect a modern language teacher to be sweated in term time, and to do nothing but holiday-course work in his holidays, it might be hoped that there would not be so much mistake with regard to organization.

Mr. VON GLEHN said that it was his privilege to train teachers, and he found that sometimes the best and most brilliant of them, though they might be qualified to teach composition and to speak on literary subjects, had a great difficulty in giving explanations to children in the foreign tongue. They found great difficulty in explaining simple things. The division of a class between two teachers, one teacher attending to translation and the other to grammar, seemed to him to be very much due to the fact that for one kind of work a foreigner was employed and for the other kind of work a native was employed. That, of course, was a difficulty which would be got over if we had in this country only highly trained foreigners who spoke English almost perfectly, or if English teachers of foreign languages paid more attention to the acquiring of the living language. He had no doubt that translation, on the one hand, and conversation, on the other, should be in the same hands. In fact, the whole work of the teaching of the foreign language should be in the hands of one teacher. Otherwise there would be no correlation and no living organic unity in the teaching at all possible.

Mr. CRAIG said that a free hand had been left to him in teaching French. Although he believed thoroughly in the reformed method, he thought that boys must be taught categorically. They would make very little use of what had not been put down systematically and learnt by them, as it were, by heart. He thought that the schools were suffering from the kind of examinations which the boys had to prepare for at the public schools. A difficulty was caused by the presence of boys of different capacities in the same class, and by the coming of new boys who knew nothing about the subjects before joining the class.

WEDNESDAY.

The Chair was taken by Mr. STORR at the commencement of the proceedings, Prof. Sadler not having arrived.

A paper entitled "Some Dangers and Difficulties connected with the Direct Method" was read by Mr. CLOUDESLEY S. H. BRERETON, M.A., L.-ès-L.

Mr. CLOUDESLEY BRERETON : The following paper is largely based on personal observation obtained while inspecting schools. It has frequently struck me in the course of these inspections that what we chiefly want at the present time is not so much a re-hash of more or less accepted theories by learned specialists as the interchange of views between those who are actually engaged in teaching or in superintending the teaching of modern languages—those to whom, in fact, the problems are most real and pressing. There must be a considerable number of persons here to-day who, as a rule, do not speak so often as they ought at these meetings ; yet their evidence, in as far as they can tell us about the actual working of their classes, about their problems, and how they get round them or solve them, seems to me the most valuable information we can procure, and it is in view of eliciting the personal experience of the practical teacher that I have been tempted to offer my paper to the Association.

Direct Method with Reservations.

Let me say at the outset, to prevent any lurking doubts about my orthodoxy, that I am a thorough believer in the direct method, in the broad sense of the word, as the proper method for the beginner to start any foreign language, *provided* the teacher is fairly capable ; otherwise I am very doubtful whether the older methods are not the better, for the simple reason that there is less to unlearn later on in the shape of acquired mispronunciation or pidgin-French. Again, in the higher classes I am in favour of translation into the mother tongue, with a strong dose of literary culture, so woefully lacking in English education ; and here, however much I may displease those fervent believers in the direct method who would maintain the exclusion of the mother tongue to the bitter end, I am glad to say I have behind me the latest conclusions to which the reformers in France have come. Though the new programmes apparently favour a rigid adherence to the direct method throughout the school course, I am informed, on the highest authority, that translation, and even composition, is permitted in the upper forms.

The truth is the various Pauls, Cephases, and Apollos of the new method have fortunately not as yet been able to formulate a stereotyped creed, however strait may be the tenets that each of them attempts generally to profess. To be a follower of the new method in the broad sense of the word does not mean one is necessarily a blind believer in this or that propagandist. The very absence of any rigidly codified dogma, however vehemently the various leaders of the movement may cry "Go here" or "Go there !" is at the present stage of development rather a gain than a loss. While the method in its actual state provides us with a certain number of principles and teaching devices that are already recognized as extremely valuable, it still leaves to the individual teacher to decide the degree and proportions to which he may apply them, while it further permits him scope and freedom to incorporate with them something of his own, which is often the most precious, because it is the most personal, part of his teaching. In fact, although we owe a good deal to the reformers, it is clear there is in the teaching of modern languages plenty left to think out, and, what is still more important, to put to the test of experience. To state one's opinions in a nutshell, one might say that there is strictly no one new method, but many varieties.

Difficulties of Classification.

To discuss then the difficulties in connexion with the direct method in general would be too wide a subject ; the particular variety, there-

fore, with which I propose more especially to deal is that in which, at least in the lower classes, a most laudable effort is made to conduct the entire lesson in the foreign language, and exclude the mother tongue altogether from the class-room. All teachers who are engaged in this task seem to me to be carrying on one of the most interesting and certainly the most arduous of experiments in modern languages. I think we all sympathize with them, even if in some cases we have our doubts about some of their over-conscientious efforts, because we are not certain that they have chosen the more practical way. One says more practical because the teacher on rigorously direct lines must, in nearly all schools, be carrying on a gallant struggle against unfair odds, which would not exist were modern language teaching given the fair field and no favour that it really deserves. At present in the vast majority of schools the task is made more difficult by a large number of extraneous reasons. One of the most serious is the different ages at which the pupils enter the schools. Time after time I have inspected schools in the different forms of which there has been alongside of pupils studying the subject for two, three, or even four, years, a large contingent of new comers who have never seen French or German before. Unless the system of sets has been adopted, there is no means of bringing these stragglers into line, except that of extra classes on half holidays or out of school, in which they may learn the goose-steps of the language. Again, in the greater number of schools, as at present organized, if there is a specialist on the staff, he cannot possibly teach all the classes, and so there are necessarily a certain number of derelict classes which are taken by the form masters or mistresses. The only choice left for the specialist is to decide which are the classes he will abandon to the unskilled teacher, and he generally wisely resolves to give up those which are near the middle of the school; because, while the highest classes naturally need the best teaching, it is all-important that the beginners should be properly taught at the outset, even if they must be allowed to run wild for a season. When they are taken in hand again there is a sound grounding at bottom, so that when the work of the unskilled teacher has been reconstructed or removed the specialist will be able to put on the necessary top story. Thirdly, in many of our schools the classes are far too large; twenty to twenty-four should be the *maximum*, yet classes of thirty are not uncommon, nor classes of forty unknown. And, finally, not only are the classes too numerous, and the pupils ill-classified from a modern-language point of view, but also, and this is perhaps the most important, many have never had a proper education in their own mother tongue, owing to our preposterous method of teaching English.

Faults and Failings of Teachers.

So much then for the various external drawbacks by which all teaching of foreign languages on modern lines is hampered; let us now come to the dangers and difficulties which seem more particularly to affect the new methodist who follows the direct method in its strictest sense. The great problem for such a teacher is to maintain attention. He is the principal, if not the sole, channel of communication. The class must therefore, when not speaking themselves, be literally hanging on his lips. Hence the besetting sin observable, more especially in the case of foreign-born teachers, to talk too much. They appear to act on the principle of "throw plenty of mud, and some of it will stick"; but how much will stick, and how it will stick, do not appear to concern them much. This bad habit is nearly always accompanied with great carelessness about pronunciation or grammatical accuracy: on the part of the pupil almost anything is accepted by way of answer. The teacher apparently thinks enough is done in the way of correcting the pupils' mistakes if he repeats a revised version of what they ought to have said. But such work is about as valuable as that of the drawing master in the fashionable finishing school for young ladies, who touches up the pupils' sketches for the yearly exhibition for parents and friends of the school. In contrast to this procedure, which is clearly a case of "more haste, less speed," is an opposite danger, which is still more common. The teacher in this case does not neglect the pupil for the sake of the class, but rather neglects the class for the sake of the pupil. With the laudable aim of allowing each pupil to puzzle out his own difficulties, the teacher with a class of, say, thirty, will slowly extract in the course of half-an-hour about one question apiece from the majority on such a recondite subject as the time of day. Here, no doubt, the remedy would be to pass the question speedily round. One cannot, without doing harm to the class, attempt to perform a series of mental operations on the pupil's brain in the hope of delivering the embryonic thought it contains. While we are saving the sinner, the ninety-and-nine comparatively just persons who form the bulk of the class are in imminent danger of relapse. Continuous attention, while essential to all forms of teaching, is absolutely indispensable in the case of the rigidly direct method. To use Wordsworth's expression, a class must be as "forty feeding like one." And the reason of it is clear. The failure of a pupil to understand a single expression may mean he may lose ground that he can never make up. Except with very careful teaching these losses accumulate, so that one not infrequently comes across a pupil not merely detached, but completely isolated—far more isolated than a backward pupil in a form taught on old-fashioned lines; because in the latter case the text-book helps in a way to keep the class together, whereas, with the rigidly direct method, the failure to understand an expression leads to the failure to understand phrases based upon it, so that the pupil's ignorance tends to grow in a geometrical ratio. Hence the teacher has not only to attempt to maintain an incessant attention; he must also be perpetually taking precautions to see that he has maintained it. Something may be done, no doubt, by permitting answers in chorus, or by allowing all those who think they know to hold up their hands when a question is asked; but even then, with the native tongue forbidden, there is a real danger of the pupil forming merely a vague, or even an incorrect, idea, and thinking he knows the answer when he does not. I well remember a class in which *neige* and *blanche* were convertible terms. It is difficult enough for a child to differentiate ideas in its own native tongue: do we not set it at times too hard a task in asking it to differentiate them in a foreign language? The most amusing instance of complete misconception was given in *The Journal of Education* a month or two back. An inspector, if I remember right, cutting into a conversation on the Goodchild family that figures in the Hölzel pictures, asked, "Et où est la mère?" and the whole class pointed at the teacher. To guard against such misapprehensions an individual audit is essential, and the individual audit of a big class takes time. This is important, because all teaching is, under our present conditions, a match against time. It also means an excessive reiteration of practically the same questions for the brighter children to listen to. In the teaching of other subjects, or of French on less rigidly direct lines, the saying of a former head master always seems to me very much to the point. His advice was to go for the middle of the form. But here the imperative need of keeping the form together seems to imply that, if some pupils are not to be hopelessly tailed off, the pace must be not so much the pace of the "middle markers" as of the "hindmost." This, in the ordinary course of events, means a danger of producing listlessness among the brighter and better pupils. No doubt the clever teacher tries to bring them along by throwing them down something in advance of the rest, as a farmer throws down roots to draw on a herd of cattle, but he has necessarily less time to devote to the leaders than if he were teaching on other lines.

This imperative need of keeping the form together involves two further difficulties which are not so prominent in ordinary teaching. The teacher, being largely dependent on the good will of the class for their attention, is compelled to render his teaching as pleasant and attractive as possible. This is excellent as far as it goes, and is helping to bring into English teaching a conception of the real doctrine of interest as understood in America. But it has its perils and its limitations. The teacher is tempted to make things too pleasant, too easy. There is a tendency to avoid the hard and distasteful, and the class, unless the teacher is unusually enthusiastic, are apt to think it is a case of "go as you please." The training of the will, which teaches us to do unpleasant tasks and overcome obstacles, and which is the bedrock of English education, is rather neglected. Again, with the unruly, the indolent, the unwilling to work, the teacher's task is a very difficult one. Once the arts of peace are exhausted, how is one to get behind the boy who refuses to work and professes not to understand? All teachers know the type of *fainéant* and malingerer I mean. To give him up as hopeless is not to solve the problem. It is rather to acknowledge one's own hopelessness.

But the desire to make things too easy may not only have a bad effect on the characters of the pupils: it may even react disadvantageously on their intelligence. In more than one school where the teaching has struck me as extraordinarily conscientious I have also found it too peptonized. The consequences have been curious. I remember in one school, where the pupils had been usually carefully "spoon-fed," I used a simple word like *malheureusement* in a sentence otherwise composed of words the class had been learning, and the class displayed infinitely less resource in discovering what I was saying than pupils trained on ordinary methods or on rigidly direct lines. This is by no means an isolated case, and it still seems to me, from the point of view of mental alertness, a serious matter. These children, being unused to obstacles, were stopped by something very simple.

Again, and here I feel I am venturing on more debatable ground, I have been struck more than once in schools in which the rigidly direct method obtains at the slow rate at which the vocabulary is acquired, and at its extremely limited nature. My criticisms are based on the practical considerations which I will at once proceed to give. The first is—and every one who has learnt a foreign language will bear me out—that the business end of learning a foreign language is the amassing of a good vocabulary. An ounce of fact in these matters seems to me to be worth a ton of theory. I learnt German rather late in life, and I found as an absolute fact that, when I had gone through the grammar, and had been learning steadily the phrases of daily life from those around me in the country, I had still to tackle the vocabulary problem. I discovered that the famous five hundred words which are always being thrust down one's throat as the average vocabulary of a peasant was a downright snare and delusion for any one who wanted to talk at all in German; and that to discuss matters in anything like an adequate fashion one required to know a good deal more like five or six thousand words at least. So serious does this question of adequate vocabulary

seem to me that I cannot help thinking it should be a matter for early consideration in the acquirement of the language.

And now I come to the other practical point, which is that there are vocabulary and vocabulary—not one, in short, but two. Is it not an undoubted fact that we require, whether it be in our mother tongue or in a foreign language, two sorts of vocabulary, one which consists of words we use ourselves, and the other, a far larger one, which consists of words which we understand when we hear them or see them in print, but rarely if ever employ them in writing or conversation? I suppose the ordinary educated Englishman who is not a writer or public speaker uses about five thousand words, and knows at least ten or fifteen thousand more. It would appear like a bit of common sense to assume that any one learning French or German would likewise acquire the two vocabularies, and would acquire them in something like the same proportions. Now, unless I am mistaken, it seems that many of the new methodists take little or no account of the principle of daily life and common experience; but from the very beginning ram and cram into the speaking vocabulary of the pupil every word he comes across, instead of being merely content to teach him the correct pronunciation of the less common ones. Were they merely the most necessary terms in the language, there would be less to be said; but when we find at the outset pupils plunged into a series of farming and agricultural expressions it is clear the pupils are learning to employ a certain number of words for which at present at least they will have no practical use, and may, perhaps, never need at all, unless they visit rural France; though, if these words are only meant to be added to what I would call the "comprehensive vocabulary," the objection is less forcible. In any case, it is fully evident that, if the compulsory assimilation and reproduction of every word were not insisted on, the pupil would probably get on faster and with more pleasure to himself, because he would not have been so often taken over and over again the same ground, or have contemplated for so many hours on end the same picture. At the same time he would have mastered more of the vocabulary, which, as has already been pointed out, constitutes a really serious difficulty.

As regards vocabulary, it has always seemed to me that the best way of learning it is by practising conversation on the reading lesson. The advantages of such a method are numerous and substantial. Neither pupil nor teacher need make mistakes, for all the material is given in a more or less ready-made state. A good deal more talking can be got through than by any other method; the questions can be graduated to any degree of difficulty; and there is no better way of teaching oral composition, which is, or ought to be, the basis of free composition; only it ought to be based (at least at first) *on*, and not *about*, the subject-matter. An apt illustration of how not to do it was given me the other day by a French teacher to whom I tried to explain the system. There was a sentence which began "Une veuve qui avait deux enfants." Before he would allow me to explain that a typical question for beginners was "Combien d'enfants avait la veuve?" he blurted out: "Oh! I see; you ask 'Qu'est ce que c'est qu'une veuve?'" No doubt, the difficulty of teaching vocabulary with sufficient rapidity is increased for those who teach on rigidly direct lines by the absence of a sufficient choice of suitable text-books. Some of those which exist have fallen into the over-peptonizing tendency mentioned above, and are written—at least as far as French is concerned—in a dull, lifeless style, from which the delightful lightness and sprightliness that characterize French books for children have simply evaporated.

The other difficulties and dangers more especially connected with the rigidly direct method seem to me to be chiefly concerned with questions of order and system. Just as proper co-ordination between class and class is even more essential in the case of the direct method than in the case of teaching on the old classical lines, so within the class itself there is still more need for well thought-out and carefully arranged teaching than in the case of the older methods, for the simple reason that with the older methods the frame-work and scaffolding of the lesson are largely supplied by the text-book, and the lesson for the day has therefore already received some sort of arrangement in the pupil's mind, while in the case of the new method, even when a text-book is used, the logical arrangement of the book is not so obvious, less stress is rightly laid on the importance of the text-book, and at the same time the lessons are far more dove-tailed into one another and interdependent than other lessons framed on the old lines. In a word, the new method throws a great deal more responsibility on the teacher, which no doubt is right. But "corruptio optimi pessima"; there is a distinct danger of the teaching becoming flabby or invertebrate, because the supply of the structure rests in this case with the teacher. Another possible danger is the tendency to lessen unduly the written work. One fully admits it should be very light at the outset, but certainly in some schools more should be made of it. The whole secret lies in the fact of not making the exercise in writing too difficult. One sees this precaution neglected later on by teachers who often give their pupils free composition on original subjects far too early, or do not supply them with nearly enough subject-matter. I have seen free compositions which could only do the children who have written them positive harm: there was no sense of arrangement; the exercise was not only crammed with grammar mistakes, but the French itself was of the most canine description. The first thing is to supply beginners with an ample store of subject-matter—you can't make bricks without clay, and the wise teacher further assists the process by supplying straw in the shape of hints. A more serious fault is the neglect to insist on a proper conception of the work at the outset. This scant respect for accuracy appears to me inexplicable. One knows how in one's own case a mistake once made may take years to eradicate. Yet I have seen teachers who would not tolerate a slip-shod pronunciation apparently indifferent to howlers made in the written work. I remember a head master who is rather a shining light saying to me: "We don't bother much about the written work." He apparently looked on it as too disciplinary a matter. Yet surely accuracy in writing, whatever exercise one may think fit to give the pupil, is every whit as important as accuracy in accent and grammar.

And here we touch a point on which one would like to obtain the opinion of the teachers present. Do they really find that pupils who have learnt to read by means of a phonetic script really do in the later stages spell and write as correctly as pupils who have learnt to read straight away from an ordinary text-book? French spelling seems to come so difficult even to French children, we must be careful, if we can help it, not to render the task more difficult for our own children. One has been assured that it makes no difference, but it would be interesting to have public opinion on the subject.

The last danger connected with the direct method is the possible neglect of grammar. Teachers, it seems to me, cannot give up their grammar drill any more than soldiers can give up military exercises. The whole point is to make these manœuvres as practical as possible. A reference to Mr. Kirkman's notes on the method of working and results, and his excellent hints on the teaching of the subjunctive after *vouloir*, will give an inkling of what I mean. But my experience convinces me that a knowledge of the genders, the uses of the pronouns, and of the prepositions after the verbs which take *à* or *de*, and of the parts of the verbs, all need, as some one has said, "ramming in."

In conclusion, let me repeat in the form of questions some of the various points I have raised, in order, if possible, to focus the discussion:

1. (*a*) What are the results of trying to teach a class of thirty or over on the rigidly direct method? (*b*) If one cannot teach all the classes, which should one rather give up?
2. What is the best way of solving the problem when the class receives a large contingent of absolute beginners?
3. How do you get over the difficulty of pupils who are ill grounded in English?
4. How do you maintain attention, and by what means do you assure yourself that it is maintained?
5. Do you find the rigid exclusion of the mother tongue compensated for by the quicker grasp that pupils obtain of the language?
6. How do you guard against vagueness of conception?
7. Do you go for the middle or the bottom of the form?
8. Do you sometimes think there is a danger of playing down too much to the form, with the result that one does not get the best out of the brightest children?
9. How do you manage the *fainéants*, the indolent, and the malingerers?
10. Do you think there is a danger of vocabulary being acquired too slowly?
11. Do you consider the distinction between the two vocabularies should be established from the start; or when?
12. Do you feel the need of a greater choice of text-books? Are our text-books, generally speaking, sufficiently French in spirit?
13. Is there generally enough written work?
14. Do you find free composition on original subjects a success with pupils in the earlier stages?
15. What are your views on the correction of written work?
16. Does the use of the phonetic script handicap children from a spelling point of view in comparison with those who have used the ordinary script?
17. What are your views on the necessity of grammar drill after the newer models?

Such are some of the questions I have raised for discussion. I trust my appeal will meet with a fruitful response. What we want at the present time is to centralize as much as possible the information which is largely scattered up and down the country. I cannot imagine this Association acting in a more fruitful fashion than, by means either of oral discussion or of printed *questionnaires*, making itself the common clearing-house of the experience of individual teachers.

Miss BREBNER said that she should like to express very strongly her deep appreciation of the way in which the speaker had dealt with his subject. The address was absolutely one of the most useful which she had ever heard, on account of the extremely practical and sound way in which it faced the question. The point which pleased her most was that relating to the two vocabularies. She thought that they would all do well to consider that point very carefully in dealing with pupils. It was one of great importance, and it had never been brought out so clearly before. She entirely agreed with Mr. Brereton's view with

regard to it. She had often heard people say that they taught according to the direct method, and that they used pictures, and were quite satisfied with themselves in consequence. What they all needed was a grasp of broad principles. The speaker brought that fact out very clearly. On certain points of detail, however, she was inclined to disagree with him, but they were minor points. One of these was the tendency on the part of the teacher to talk too much. She agreed that this was a danger, but talking too much was much better than letting the class get dull. She would say frankly that talking too much was one of her own dangers. At the same time, it involved less risk than the opposite tendency. If the teacher took care to use good French, the pupils were always benefiting to some extent by the talk. With regard to the part of the class which the teacher should attack, why should not the top, the bottom, and the middle be all attacked? The teacher could make it "hot" for the inattentive by piling questions upon them from time to time. It should not be made easy for the pupils when they could not answer. She did not think that it was necessary to neglect the top of the class in order to give the necessary attention to the bottom of the class. Let the teacher get the pupils at the top of the class to do his work for him. She had done so frequently. She had said: "Now, you do that for me. Take my place." The pupils were never backward to comply. They liked the honour, and it put them upon their mettle, and good students greatly enjoyed being put upon their mettle.

The CHAIRMAN said that one point which he did not hear in the paper was the amount of time which the teacher could give on the reformed method. During the last year or so he had done a great deal of inspection, and he had found teachers absolutely exhausted at the end of the day. He thought that that point ought to be rubbed into head masters and governing bodies.

Mr. POOLE said that many of Mr. Brereton's methods depended very largely upon the age of the pupils. This was the case, for example, with the vocabulary. A pupil of twelve years of age did not need to start with a very large vocabulary, but he should possess a small vocabulary thoroughly and absolutely, and have in it words which were very common and very important. It was quite unnecessary to think of the second vocabulary at an early stage. After the elementary vocabulary had been mastered the question of the further vocabulary could be considered. The free composition to which the paper had referred also depended upon the age of the boys. He thought that free composition was quite useless for small boys, but there were methods by which teachers could get something approximating to free composition even for small boys. They might do so by means of the *squelette*, or a series of questions to which the answers were to be put in the form of a consecutive composition. He had himself used a *squelette* largely on some subject which the boys had read, and which they were supposed to know fairly well. With the aid of the skeleton they could write fairly good French. With regard to the effect of phonetics upon French spelling, he had never yet found any serious difficulty in getting correct spelling if the transition stage was carefully managed. The very first week after changing from phonetic text to ordinary text he had given a class of twelve boys a piece of composition to write out and not a single mistake in spelling had occurred. He put this result down to their having read phonetic text before. The question of attention under the direct method was very important. A teacher needed to have a great many different ways of teaching the same thing. If he got into a dull routine with his reading book or grammar or whatever he might be using, the class was sure to get dull, but, if he found this to happen, he could from time to time change his method completely, still keeping to the direct method; or he might change the subject. For instance, he might find the class dull, and then he could shut up his book all of a sudden, and say "Levez-vous," and make the pupils repeat something in chorus or do something of that kind. He made a point of always having at least two distinct kinds of exercise in a lesson of even three-quarters of an hour. He would never give a lesson even of that short duration simply from a reading book.

Mr. VON GLEHN said that he quite agreed with Dr. Breul about the limited nature of the vocabulary in the initial stage. The question of the two vocabularies was very important. The second one could be developed very soon, and it seemed to him that the way to do it was to begin as soon as possible with a reading book apart from short stories or anecdotes or pieces that were used for reproduction. Conversational and reproduction work were one thing, and a reading book should be introduced as soon as possible. The translation of new material was absolutely necessary in class teaching. In fact, it was the only way to rake in the duller boys who were such a great difficulty in the application of the direct method. It followed from what he had said that he considered the rigid exclusion of the native tongue to be a complete mistake. It must be left to the judgment of the teacher to decide how far he could use the native tongue; but the tendency, of course, must be to use the foreign tongue as much as possible. However, the use of the native tongue should be adopted when it was simpler or shorter. The question of written work was a very important one. He quite agreed in principle with the general theory that far too much written work had been done in school teaching in practically every subject. He meant that teaching ought to be much more oral in every branch. But some written work was necessary, and the quantity of it varied very much according to the subject. For instance, in Latin taught on the oral method less written work was wanted than in French. Latin was so phonetic with the new pronunciation that the teacher could test the accuracy of Latin sentences and Latin reproduction, and so on, almost entirely orally. In French, however, it was not so, and consequently a little written work was required. It seemed to him that the solution of the difficulty for French was that the written work that was set should be very carefully corrected. He found that it was a very common practice, in order to ensure that preparation was done, to make the boys show up written work, but that written work was not always returned. He thought that harm was done in this way. It would be much better to set them less writing, and trust the pupils more and test them in other ways. As regarded the grammar drill, he was quite of Mr. Brereton's opinion that it was absolutely necessary. But he thought that in the earlier stages it ought to be done in what he should like to call a concrete fashion; that is to say, practically in sentences. When beginners had learnt in their first terms the various forms, say, of the present tense of *aller* and some other common verb, the different forms could be brought together in a perfectly natural dialogue consisting of question and answer. This might become a sort of regular form for conjugating the present tense of verbs. This he found a very good transition stage to the mere paradigm which would come later on. With regard to spelling, he found, as Mr. Poole had found, that spelling depended entirely on the carefulness with which the transition from the phonetic stage was effected. He should like to insist very much on the point that it was most important to use great care at the period of the transition. In fact, everything depended upon it. He had pupils who, by some chance, had failed to spend long enough or to receive sufficient attention at that time, and they now found a great difficulty in spelling; whereas others who had been present the whole time during which the transition went on, and had attended well, spelt better than those who had never done phonetics at all. He thought that the spelling depended entirely on this point, and it seemed to him quite natural that it should do so, because phonetic spelling, of course, depended entirely on the ear, while ordinary spelling, especially in French, was largely a question of visual memory.

Mr. SIEPMANN said that it was all the more gratifying to find that an inspector of schools who had, no doubt, seen much practical work, as he gathered clearly from his lecture, had found that the new method in its pure form was not practical, at any rate, in English schools. He was glad to hear that the use of the mother tongue was not considered any longer such a great danger as the representatives of the new method seemed to make them believe. The method was called also the "direct" method, and it had been thought that, if the foreign words were first suggested through the medium of English, the difficulty of speaking the French or other foreign language without thinking of the English would be considerably increased. He believed that that view was a real psychological mistake. He did not think that it mattered which way the pupil first learnt the meaning of the word, whether through the English or from the thing itself. If he showed a certain thing to his class of boys, and said: "Voilà une montre!" it would be a sheer delusion to think that he had avoided the cropping up of the English word "watch" in the boys' heads. The English word "watch" would have been there before he spoke. Still, the representatives of the new method had a reason which was real when they formed this principle, because it was a fact that by the old method people could not speak French without thinking of their mother tongue, and that they translated the sentences from their mother tongue into the foreign languages. But the cause of this was not that they had learnt from English the translation of the French, but that the vocabulary which they had acquired through English had not been brought home by question and answer, and by constant repetition, to such an extent that they could use it without the medium of English. He believed that, if people spoke a foreign language readily and fluently, it meant nothing but that they had very often used the words and expressions which came from their lips, and had repeated them constantly until, at last, the mother tongue disappeared altogether from their minds when they were speaking. He was very glad to hear that grammar was not to be left to chance, but that it was considered that it must be taught thoroughly from the beginning, and that grammar drill in the form which Mr. von Glehn had pointed out was absolutely necessary at the initial stage for correct speaking or writing. He had seen classes which had been taught on the new method, and the most striking feature in their defects was that the boys had lost what he might call their grammatical conscience. They wrote the most monstrous forms in French which a boy who had been brought up on the old method would shrink from putting on paper. With regard to phonetics, he was in perfect agreement with what Mr. Poole and Mr. von Glehn had said. He would only add an experience of M. Paul Passy. That gentleman had said that he had not come across a single teacher who had seriously tried to teach phonetics and had carefully passed over to the ordinary spelling who had told him that the boys could not write orthographically in French as well as those who ha

never learnt any phonetics. As a matter of fact, as Mr. von Glehn had remarked to-day, some boys even wrote more correctly. Personally he did not think that the correctness of the spelling had anything to do with phonetics. It depended entirely on the boys' power of visualizing in their minds what they saw with their eyes. With regard to free composition he would say only one word. Even when it had been turned out of the lower forms, he had found an enormous difficulty in the practical application of free composition, because it was so extremely difficult to correct the papers in a way which was practically useful. If he could not bring home to the boys who had made the mistakes what the mistakes were, he should be afraid that the time which he had spent in correcting the papers had been to a large extent wasted; but when the boys had translated a piece from English into French, and had all used more or less the same words and the same constructions, it was quite easy to give the corrections of the composition in the class. He should like to say one word in favour of translation from English into French. It was, of course, quite true that a boy might produce a very fair piece of free composition. It was much easier for him to do that than to translate a piece from English into French, because the boy would avoid almost everything of which he was not fairly certain, and it did not appear that he would learn very much by that; but, if he had to translate, the teacher would be able to find out what the boy did not know and what he knew imperfectly, and would be able to help him and put him right, and thus to ensure his progress. He could not see that there was any real, sound objection to the translation of a piece of English if it was carefully prepared for the boy. That was not an art which was beyond the school. Indeed, it was an art which belonged perfectly well to the curriculum of a school, and it did not stand in the way of a pupil learning to speak and to write French. He had lately begun a custom which, he believed, would produce some good results. When pieces of composition had been translated into French and corrected, and the mistakes had been explained, he discussed them in his conversational lesson. He devoted a quarter of an hour of each lesson to conversation about the piece. He asked questions in French and the boys answered in French, and the mistakes were corrected on the spot.

Mr. SOMERVILLE said that it seemed to be necessary to lay stress upon what Mr. Siepmann said when he began his remarks, which was that the Association did not profess to recommend any method. The objects of the Association were thoroughly well defined, and the members welcomed full discussion on all methods; but, as a matter of fact, the discussions which had been going on for the last ten years seemed to have resulted in the intention to preserve what was best in the old method and to adopt what was best in the new. The extremely practical paper read by Mr. Poole and the appreciation with which it had been received by the Association were some proof of the truth of what he was saying. He was very much struck with the remark made by Mr. Brereton, that they must on no account neglect what was the bed-rock of English education—namely, to teach the boys and girls to face difficulties, and to solve them for themselves. At the same time all teachers were under the obligation to make their lessons as interesting as possible; but they must not, in the hope of being interesting, neglect to train the character and the mind of the pupils. He agreed thoroughly with the view of Mr. Brereton that in teaching a large class the teacher must go to the middle of the class. He also agreed with Miss Brebner that in doing so the teacher need not neglect the abler pupils, and that he could obtain assistance from the abler pupils. When attention was flagging the teacher might put a single question, and require that the answer should be written out. This would show whether the minds of the pupils had been wandering. He had very much appreciated Mr. Brereton's paper, and he believed it was full of promise for the future.

The CHAIRMAN said that he might say one word as to a remark made by Mr. Somerville. He might repeat that the Association was

"Nullius addictus jurare in verba magistri."

He thought that the importance of the reader had come out clearly in the discussion. The reader seemed to be a link, as Mr. Somerville had said, between getting what was best in the new method and preserving what was best in the old. The reader seemed to him to give the most natural topic of conversation, and to admit of being worked in numerous different ways. He might emphasize a point made with regard to written work. He had often noticed the impossibility of a modern-language teacher doing justice to written work in the hours which were at his disposal. The teacher was forced to leave the form to shuffle copy-books and to correct their own mistakes. The results of that were sometimes very disastrous. He was sure that the members were all heartily obliged to Mr. Brereton for his useful paper. Probably the present discussion had been one of the most profitable which they had had.

At this stage of the meeting Prof. MICHAEL SADLER, President for 1904, arrived and took the Chair.

Miss WILLIAMS (President of the Guilde Internationale of Paris) said that she had come to the meeting to ask in the name of the International Guild of Paris whether the members of the Association would do that Guild the honour and the very great pleasure of holding an Easter meeeting of the Association in Paris. The time fixed was the week commencing April 11. The members of this Association were probably aware that a great deal was being done in France just now to encourage the study of modern languages, and the Guild which she represented had thought that it might interest this Association to know what was being done. The question of the direct method was being much discussed, and the Guild hoped, if the Modern Language Association came over to France, to be able to persuade some of the chief educationists in France to tell the members of the results that had been obtained and how far they agreed with the application of the direct method. From what she had heard at the present meeting, she found that the question of teaching the mother tongue was a very important matter in England. As the members would probably know well, the French people excelled in the teaching of their own language. The members might probably like to be brought into contact with some of the professors of the French language and learn from them how they proceeded in their work. If the members came to Paris, the International Guild would be happy to place their rooms at their disposal, so that little informal social gatherings might be held every evening. The members might also have an opportunity of visiting the schools and seeing what was being done there. All the best teaching in France was in the hands of the State, and special permission to visit the schools would have to be obtained; but that would be an easy matter. Those members who could prolong their stay might like to visit the *lycées* and other establishments in which languages were taught. The Rector of the Paris University and the Inspector General of Education sympathized most warmly with the modern language movement; and the Rector of the University had told her that, if there was not room enough at the Guild, he would place the rooms of the Sorbonne at their disposal. They might also be able to have the presence of the Minister of Public Instruction. A second-class ticket from London to Paris might be obtained for about £2, and the cost of living might be covered by six or seven francs a day (say five or six shillings), if the visitors were satisfied to live economically in a plain hotel.

The PRESIDENT expressed the thanks of the Society to Miss Williams and the International Guild for the invitation which had been laid before them.

An address on "Herbert Spencer" was then delivered by Prof. SADLER.

Mr. STORR said that it would be impertinent on his part to attempt to offer any remarks on the new President's address, but he welcomed it as taking them outside the class-room, and showing them that, while they were first and foremost modern-language teachers, they still had to look at education as a whole, and that, though they were particularly concerned with one branch, they were promoters of general culture. He thought that that fact had come forward prominently at the present annual meeting. A great deal had been heard in the way of criticism of Mr. Herbert Spencer, and they had seen that his fundamental idea, that the most useful subjects were the most disciplinary, was absolutely at fault. He, therefore, rejoiced that to-day they had had the other side put forward, and had heard of Mr. Herbert Spencer's great merits. He invited the meeting to accord their thanks to Prof. Sadler for his address.

Prof. RIPPMANN moved a hearty vote of thanks to Mr. Storr for the work which he did for the Association as Chairman of the Executive Committee.

The motion was carried by acclamation and acknowledged by Mr. STORR.

The proceedings then terminated.

[We are compelled to hold over the papers of Prof. Sadler (a fairly full report of which appeared in the *Times*), of Mr. Coulton, of Dr. Breul, and of Mr. Mansfield Poole.]

COLONIAL AND FOREIGN NOTES.

UNITED STATES.

A Hint from Botanical Gardens.

We are always eager to catch hints from our neighbours even as to small things. Here is one that comes from New York. A lady connected with the Botanical Garden there called attention to the fact that many of the plants used for massing and bedding in the public parks were destined to die at the first touch of frost, but could be preserved in class-rooms and would serve to assist Nature study in the public schools. Her suggestion was submitted to the Park Commissioners, who heartily approved of it. The various schools were asked to send representatives to secure plants and specimens, and from all quarters eager petitioners flocked, the demand exceeding the supply. Is there not in our own parks a waste of plants that schools would gratefully receive?

Corporal Punishment.

For the past year the principals of schools in New York City have been making a careful investigation of the subject of corporal punishment. As a result of their inquiries a report has been laid before the Board of Education,

(*Continued on page 32.*)

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along with a request that the rule be abolished by which this form of punishment is prohibited. In answer to a question put by the principals, only twelve schools out of two hundred and sixty-nine expressed the opinion that the present regulations are sufficient. More than 6,700 pupils were declared to be not amenable to the means of enforcing discipline now in vogue. Over 2,700 habitual truants were reported. In a single half-year the police arrested 409 pupils of the city schools. The conclusions of the principals are of sufficient interest and moment to justify us in producing the material part of them :

"The subject of discipline, which, in our opinion, is of the most vital importance to the welfare of our public-school system, calls most urgently for a modification of the laws governing it ; for it is our belief, based on observation and experience extending over a number of years, that the means at our command for disciplining the unruly pupils of our public schools are inadequate. We, therefore, beg leave to submit :

"I. We are in accord with the general spirit of the laws governing punishments of refractory pupils ; at the same time, we must confess that there are children in our public schools upon whom the prevailing method of discipline has not the corrective influence it is intended to have.

"II. We feel justified in recommending for these pupils sterner measures for the following reasons : (1) Every child, no matter how perverse he is, has the right to demand of us, as the chief element of his future welfare, that we train him to a wholesome respect for law. Training implies power to enforce obedience. (2) The child's right is our duty, from which we are not absolved by the mere plea of sentiment. (3) Aside from other considerations, the aim for which discipline has been instituted must determine the nature of the punitive measures that should be adopted. If the above holds true, and the ordinary method of discipline is found inadequate, other means should be substituted that will realize the aim. (4) It is unjust repeatedly to subject the well-behaved children to the contaminating influences of one or two of their classmates ; for each act of disobedience or of unseemly behaviour leaves its impress upon the minds and characters of the youthful observers of it. The orderly children have certain rights which the disorderly should be taught to respect. (5) The unruly children of the class, taking advantage of the limitations upon the powers of the teachers, waste the time of the other pupils, make class management a difficult task, and, in many instances, conduct themselves toward teachers in a manner that would not be tolerated outside of a public-school building.

"III. The present means for disciplining refractory pupils are inadequate. Detention for thirty minutes is not a sufficient deterrent, and suspension is a form of punishment of which principals, for various reasons, are very reluctant to avail themselves.

"IV. We would, therefore, respectfully recommend that any pupil who, upon trial by the proper authorities, is adjudged unamenable to the prevailing method of discipline shall thereafter be deemed subject to corporal punishment, to be administered by the principal or by some teacher designated by him."

Lest facts so significant should be passed over lightly, we repeat them. The principals of the New York schools, debarred from the use of corporal punishment, desire to introduce it again *because, without it, eight hundred of their pupils yearly find their way into the hands of the police.*

Tenure.

In the selection of a head master in England preference is commonly given to a clergyman. In no case, so far as we know, has a military hero been chosen on the score of his exploits ; yet, if the *élite* of one profession are to receive the prizes of another, a general or an admiral might fitly preside over a public school. The United States swarm with veterans, and one of these, Colonel Samuel C. Pierce, of Rochester, had secured a principalship in the schools. Possibly he was less efficient in the class-room than on the battle-field ; for when his term of office expired the Board of Education declined to re-appoint him. He sought by *mandamus* to compel them ; but the Supreme Court has now ruled that the position of a principal of a public school is one to which the provisions of the Civil Service law that gives preference to veterans are not applicable. Having established this point, Colonel Pierce retires.

Cardinal Gibbons.

There are several signs in the air that America would fain have its "religious difficulty." We indicate only one. Cardinal Gibbons has declared that "the system of public education in this country is imperfect and vicious, and undermines the religion of our youth. In order to make popular education truly good and socially useful, it must be fundamentally religious. It is necessary that national education should be given and received in the midst of a religious atmosphere, and that religious impressions and religious observances should penetrate into all its parts. Religion is not a study or an exercise to be restricted to a certain place or a certain hour ; it is a faith and a law which ought to be felt everywhere, and which, after this manner alone, can exercise all its beneficial influences upon our minds and upon our lives."

A scrap of news furnishes a commentary upon this utterance. The New Jersey Federation of German Catholic Societies has adopted a resolution asking the legislature for State aid for the maintenance of Catholic parochial schools. It is declared by the Federation that, since the members of the Catholic faith in New Jersey pay an equal share in the taxes, it is but reasonable that a part of the expenses of educating their children should be paid by the State. A clause of the State constitution forbids the appropriation of State moneys to sectarian purposes. To evade this prohibition it is proposed to put the parochial schools under the supervision of the State Superintendent of Public Instruction—the parochial teachers, however, to remain in charge, and a half-hour's religious lesson to be allowed after school hours.

It is not for us to blame Cardinal Gibbons and his flock ; but, since we are enemies neither to religion nor to education, we cannot wish any party success in an effort to promote a religious quarrel over the body of the school.

VICTORIA.

Straits of Melbourne University.

Melbourne University continues to struggle with the humiliating financial position into which commercial depression, the curtailment of Government grants, internal mismanagement, and the defalcations of an ex-official who is now in prison plunged it over a year ago. Its governing body, the University Council, has, through the Finance Committee, just put forward a report which should bring a blush of shame to the brows of the wealthy Australians who squander the riches their employees have won for them from mine, sheep-run, and importers' warehouse on the racecourse and even less defensible pleasures. In order that students for 1904 may secure the same teaching facilities as in 1903—with the exception of those affected by the Lectureship in Architecture, which is abolished—the Committee recommends that the present graduated reduction of from 12½ to 4 per cent. in the salaries of professors, lecturers, and officials be continued, and that the medical lecturers be asked to continue for another year the contributions they made this year. It also proposes to increase students' fees and reduce scholarships. Even, however, with these drastic proposals put into operation, there is an estimated deficit of £1,098. The Government has "generously" promised £500 towards this. Donations and other assistance will reduce the deficit to £199 ! Surely an extraordinary position for a great University which boasts amongst its lecturers and professors scientists of the eminence of Profs. Gregory and Spencer, and *littérateurs* and classicists with the reputation of Prof. Tucker !

University Jubilee.

As the time is drawing near for the celebration of the jubilee of Melbourne University, these financial troubles take a malignant form. Last week my friend Dr. Leeper, Warden of Trinity College, moved at a meeting of the University Council : "That the celebration of the jubilee of the University be (provisionally) fixed for the year 1906 ; and that the Chancellor be requested on behalf of the University to communicate with the Lord Mayor and the City Council with a view to sending a joint invitation through the State Governor to the British Association to hold its 1906 meeting in Melbourne at the time of the University celebration." In doing so, he said he thought the two subjects might well be associated, for it would give great *éclat* to their celebration if they had the meeting of the British Association in Melbourne at the same time. Some people thought the financial troubles of the University ought to prevent any rejoicing, but he hoped that, bad as these troubles had been, they would be forgotten. They had nothing to be ashamed of, though they had been unfortunate, and the celebration of their jubilee, by awakening enthusiasm, might enlist for them fresh support. The Bishop of Melbourne (Dr. Lowther Clarke) supported the proposal, but the opposition, led by Prof. Allen, who voiced the views of the professors, was very strong. So much was this the case that Dr. Leeper divided his resolution into two parts. The first, inviting the British Association to Melbourne, was agreed to ; but the second, proposing the jubilee celebrations, was energetically combated, the Chancellor, Sir John Madden, declaring that in the present financial situation the celebrations must be postponed. They should, he urged, discharge their obligations to the men who worked for them before they spent money on jubilations. "I think," remarked Prof. Allen, "the sooner the University realizes how near we are to breaking strain the better." The upshot of the debate was that an amendment postponing consideration of the celebrations was carried by six votes to five.

Compulsory Attendance at Lectures.

As if to fill the University's cup of sorrow to the brim, an angry public discussion has been started over an ill-advised scheme of the Council to make attendance at the professorial lectures compulsory. There is every prospect that the Senate will reject the unwise "dragooning" regulation. If the regulation were enforced, a heavy blow would be struck at the associated colleges. It is, unfortunately, a fact that the lectures given by one or two professors are far below in ability, teaching force, and up-to-dateness the lectures given in the colleges. This is true notwithstanding all that I have written concerning men of the type of Profs. Allen, Gregory, Tucker, and Spencer, against whom no such taunt can be hurled. The compulsory attendance regulation was only carried by a majority of one vote in a Counci meeting attended by fifteen members. This fact is made much of in the controversy, but the bed-rock of the opposition is found in a more or less sincere belief amongst local educationists that the new regulation is opposed to all that psychology has taught during the past quarter of a century.

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SOUTH AFRICA.

Dutch and English.

A provisional Code of Regulations for Elementary Schools in the Transvaal has now been issued. We turn first to see how the language question has been treated. English and Dutch are placed on equal terms: both "should" be included in the course of instruction in infant schools, and both are compulsory subjects in all schools for older scholars. Religious instruction is limited to Bible history; it must be given in Dutch at the request of the parent or guardian. Our experience of the "parent or guardian" is that he is a mysterious person who often will not trouble to claim in practice what in theory he is supposed to clamour for. The regulation would have been more satisfactory had it, in frank acceptance of the situation and of pedagogic laws, laid down that religious instruction must be imparted in the language of the child's mother. But the Dutch may be trusted to take care of themselves, and corporate action will make the rule as it stands sufficient for them. In infant schools object lessons are, in like manner, to be given in Dutch upon demand; and, although of the various subjects scheduled in the Code one or more may be omitted at the discretion of the inspector, Dutch must be taught wherever the incarnation of alternate wrath and indifference already indicated desires this to be done. Passing from the question of language to other points, we observe that scholars will be examined *individually* once a year in the various standards—a course to which some of our readers will take exception, just as others will regret that manual occupations, gardening, and household management are only to be introduced where the inspector considers it advisable. We note incidentally a peculiarity of all official reports. They spell "teacher," "head master," "parent," and even "professor" with small initial letters, "Inspector" invariably with a capital; nor should we object to this distinction if the inspector were always one who by skill, knowledge, and sympathy as a teacher had gained a right to advise and control teachers. To return to the Code, we like best of all the regulations one that hints at a subtle means of Anglicizing the little Boers through their games. Cricket and football are to be encouraged as supplements of physical training. We can conceive no better solvents for race animosities.

War and Peace.

In Cape Colony the Superintendent-General of Education has presented his report for the year ending September 30, 1902. Of the twelve months that it covers only the last four were months of peace; so that it deals with a time of unrest and general disturbance. We learn from it that the effect of the war upon the schools of the Colony reached its maximum about three months before the declaration of peace. In the third quarter of 1899, just before the outbreak of hostilities, there were 2,674 schools in operation; by March, 1902, the number had been reduced to 2,388. There was thus incurred a net loss of 286 schools; but it has to be remembered in addition that, had it not been for continuous growth in the native territories, the loss would have been much greater. The six months succeeding March—two of war and four of peace—produced a gain of close upon a hundred schools: there is, therefore, ground for the presumption that recovery will be comparatively speedy.

Teaching Staff.

The weak point of education in Cape Colony has always been in respect of the teaching body. It is with satisfaction that we quote Dr. Muir's remarks in this connexion: "As regards the qualifications of teachers there is nothing but good to report. The percentage of certificated teachers continues steadily to rise, and, if it were not dragged down by the backwardness of the Territories, it would be considerably more prominent. Strange to say, the war appears to have had no effect on this percentage; possibly the reason is that the teachers who fell out during war-time were among the less competent."

As only 47·26 per cent. of the present teachers are certificated, there is still abundant room for improvement. In one circuit four-fifths of the teachers are without any qualification whatever—a truly deplorable state of affairs.

QUEENSLAND.

The Report of the General Inspector for 1902 is of a humdrum character. We extract from it, for the benefit of the schools—and they exist—in which the children do not sing, his best remarks, which are on the subject of music. "School life is mostly a study in grey, without much colour; but surely, if there is one spot brighter than another—like the red buoy or the conventional woman in the red shawl in the foreground to lighten up the picture—that spot is music. There is very little in the inspectors' reports on the subject. Generally, the mark for proficiency is at least fair; and it is often good; but there is seldom anything particular to say about it. We must hope, therefore, that the art is being satisfactorily cultivated in a humble and quiet way that does not call for special remark. Of course the little music learned at school is meant to have its effect on after study and after life, just as other subjects; but I think of music in school more as the brightener of the school work than otherwise; and the cheery song of assembly, the song that acts as the olive in the banquet and clears the intellectual palate between lessons, and the kindly evensong at parting bulk to me more largely in the school life than so many songs learned and so many musical ideas acquired at the stated musical lesson hour."

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THE EDUCATION ACT, 1902.

By AN OLD FOGEY.

WE are, as Mr. Balfour has remarked, a people who believe in labels—and we like our labels old. Changes trouble our complacency, and we regard with suspicion all new departures. And this is well. The complex fabric of our civil and social constitution is ill adapted for the sudden introduction of improvements; it is a building "of divers parts joyned together with such a ligament as it is impossible to stirre or displace one, but the whole body must needs be shaken and show a feeling of it." It is well that we should cherish ancient labels and distrust new cures for old ailments. And it would be better, I venture to think, if arrangements could be made for the friend of what, I understand, is termed "progress" to monopolize the penalty or the reward of the measures he advocates. But "he beats and troubleth the water for others to fish in," and the satisfied inarticulate many suffer for the mischievous persuasion of the malcontent few.

YOU have requested me to refer to the changes wrought by the Education Act. I am not, as you know, in the busy current of public affairs. I do not belong to a County Council or a minor Local Authority; I cannot pretend to be an educational expert; nor do I possess a Nonconformist conscience. Nevertheless, I may perhaps be able, in a limited degree, to comply with your request; for the little village which lies in the vicinity of my abode has reflected in miniature some of the changes of these changing times. Moreover, the Vicar—for many years active in the affairs of the Diocesan Society—was selected to represent that body upon what, I believe, is termed the County Education Committee. I have been destined, therefore, against the nature of my inclination, to hear much of the Education Act. The reverend gentleman has been full of it, and appears to find satisfaction in revenging himself upon me for the restraint imposed upon him by Nonconformist vigilance at meetings of the Committee. Thus it comes about that the seclusion and tranquillity of my establishment—which has successfully resisted the financial allurements of "Recognition,"

the specious trade-mark of "Registration," and the blessed possibilities of "co-ordination"—is disturbed by the changes to which you refer.

WHEN the Free Churches incite to law-breaking, and politicians exhaust the resources of extravagant rhetoric in condemning what is termed "an iniquitous attempt to destroy the liberties of the people," the thoughts of "An Old Fogey" revert to the past—to the past, when the questions which now excite the languid sensibility of a professional conscience or the party instinct of the promising legislator were clear issues provoking, not passive resistance, but strenuous and prolonged controversy. It was not only those with mediæval pretensions to exclusive apostolic right to teach who fought against the active intervention of the Government in the education of the people; the Congregational dissenters were, for a time, similarly persuaded. Education, it was held, did not fall within the legitimate province of the State: interference would lead to unsatisfactory results while the people were well able to provide good education for themselves, and were actually doing it as rapidly as could be wished. The Voluntary Party gave substantial reasons in support of their opinions, and one, at any rate, of their predictions has been fulfilled. The State, having once begun, it was said, must needs continue and augment its efforts till it finally sustained the burden altogether. On the other hand, the contention of the State Party that voluntary agency alone was insufficient to supply the popular wants has also, it would appear, been justified in the event. Short of endowing the various religious denominations, and thus giving sanction "to the maintenance and spread of error as well as truth," it is not easy to see how the increasing educational needs of the past fifty years could have been met.

BUT the designations Voluntary and State were of course, in the main, only new labels for opposing principles which have divided the country since before the Reformation—the old quarrel, as Mr. Morley would say, between conventicle and steeplehouse, between the forces of political progress and the forces of political reaction. Voluntaryists came to mean those who believed the schoolmaster was as important to the clergyman as his curate, and they said by the term "education" we mean training for time and eternity, and, according to our belief, the Church of England is the divinely appointed teacher of the English nation. The province of the civil power was strictly limited to the duty of "promoting by money grants the designs of the ecclesiastical authority." That the claims of Churchmen to dictate terms to the Government in order to establish in every parish "a nursery of Catholic truth and Apostolic discipline" should have been the call to arms of all serious dissenters and defenders of the rights of minorities is not surprising. And the battle continued until the compromise of 1870.

"NO scheme of education could be more extravagantly rash and arrogant," a well known authority has said, "than one which would either venture to overlook the religious origin or the existence and peculiar organization of so great a number of schools." And, regarding the question with some appreciation of the past and some desire to understand the present, it would appear to be precisely these essential facts which are overlooked by the opponents of the Education Act of 1902. In 1850 it was, perhaps, expedient to oppose the demand for an educational monopoly and to distrust the capacity of voluntary enterprise to supply the needs. In 1870 it was, perhaps, equally expedient to obtain the conscience clause and to facilitate the establishment of rate-aided schools. But these battles have been fought and won; there is no ecclesiastical monopoly, there is a conscience clause, and half the children in the country are taught in "provided" schools. Moreover, what in 1850 Prebendary Denison described as the vicious principle that the control and management of a Church school should be in the hands of a committee, however that committee may be composed, and however their powers may be regulated, instead of in the hands of the parish clergyman, is now a statutory obligation, and it is interesting to note that the Archbishop of Canterbury declares the popularly elected element now added to every managing body is in every sense a gain. But the controversies between the opponents and supporters of the Education Act appear to be gradually narrowing to the vital issue whether in the public elementary schools of this country there shall, or shall not, be religious teaching; whether we are to be content with mental development and discipline or to associate with those things the influence and appeal of spiritual revelation and faith. "Education does not consist merely in adorning the memory and enlightening the understanding. Its main business should be to direct the will."

THE spectacle of responsible Local Authorities, as in Wales, declining to give effect to the Education Act cannot be reassuring to those who, like Matthew Arnold, regarded a modern system of local government as the essential preliminary to order and progress in educational affairs. The "passive resistance" of the individual is harmless; but the active resistance of a body elected to administer the law is a menace to the commonwealth. The local petulance in Wales renders it difficult to believe that those concerned are representatives of "a powerful, a resolute, a sensible, and an honest nation." The Councils of England, with one or two exceptions, have taken over the additional responsibility, not without misgivings, but with considerable zeal. It is, of course, too soon to attempt to estimate the probable disposition of the new Local Education Authorities or the extent to which common sense will regulate their efforts. The period is one of transition: those accustomed to the older order are slowly adapting themselves to the changed conditions; and those in charge of the new administration are beginning to understand something of the problem with which they have to deal. The Vicar has, I know, attended innumerable meetings, and he tells me of innumerable resolutions proposed, debated, settled, or deferred. The system of securing the attendance of children at school has been changed; but whether the change was necessary or unnecessary I am not in a position to judge. I am told, however, that the relieving officer who previously performed the duty was a very respectable man. The salaries of teachers are now regulated by what is called a "scale." It would surely be a more satisfactory plan, not for the teachers, but for the Local Authorities, if the Government Department which regulates the grant also regulated the salaries to be paid to different grades of teachers. Otherwise, I imagine, there will be an unending teachers' tariff war between county and borough. Every well advised Local Education Authority desires to stimulate parochial interest in schools and to foster among the managers a sense of responsibility. Therefore certain powers must be delegated, but under conditions which protect the Authority from illegal or extravagant expenditure. It is a very general practice to leave the question of minor repairs to the local managers, but to require estimates for matters involving considerable outlay. A burst gas-pipe, I am told, being reported to a County Authority, the official reply was that, if the gas escape was small, the managers might repair it; if large, they must submit an estimate. It was under a highly centralized administrative system in India—was it not?—that the clerk of a wayside station telegraphed to headquarters: "Tiger eating station-master. Wire instructions."

MODERATION has been described as the silken string running through the pearl chain of all the virtues, and I trust that my natural preference for undisturbed repose will not disable me from recognizing its value. I do not, you will understand, intervene in parochial affairs, and I have seldom taken part in any of the festivals with which those who reside in rural districts beguile their leisure. It has been the invariable practice for gatherings of all kinds to be held in the village school. The mild dissipation of penny readings, sales of work, mothers' meetings, boys' brigades, dances, and pleasant Sunday afternoons have, with the permission of the Vicar, found a welcome in the schoolroom. And why not? Perhaps there is no difference of opinion among the parishioners on this question, but a fierce controversy is raised as to the person or body possessing the right to determine when the schools shall be used for these purposes. With a little moderation, I think, the conflict could have been avoided; but the Vicar claims exclusive discretion in the matter, and the Managers hold with equal determination that their obligations to the Local Education Authority cannot be discharged unless they are informed as to the occasions and purposes for which the schools are let. Public meetings, protests, and petitions have so far failed to establish peace, and the question will not be settled, as I tell the Vicar, without the

use of the "silken string" on both sides. For both contentions are partly right and partly wrong; and the adjustment is not to be made by a demonstration of rights, but by a mutual recognition of responsibility.

IT is not with the professional opponents of the Education Act that County Committees are likely to experience diffificulty; not with those

Whose chief devotion lies
In odd, perverse antipathies.

It is not with the managers of denominational schools, although here and there unreasonable clerics are disposed to call strange tunes and to expect the Authority to pay the piper. With the advent of County Education Committees, I understand, a number of zealous and well-intentioned bodies disappeared. These bodies, known as School Boards, were, as I remarked two or three years ago, anomalies in our system of civil administration. They flourished in particular localities and were unknown to others. The areas in which they operated consisted of one parish, or of several; yet, as a rule, they only exercised a partial jurisdiction. But the member of a School Board was a personage rivalling in importance and perspicacity a Guardian of the Poor. And, as the Guardian is supposed to be a specialist in the problem of property, the member of a School Board regarded himself as an educational expert. Naturally enough, he resents the abolition of his office, and regards with the disdain of a personage with a grievance everything, administrative or educational, which is not of the School Board pattern or the Board school type. Education Committees have made them managers of schools, and, in some cases, their object seems to have been so to manage as to make difficulties.

THE occasional light thrown by the associations of "experts' on what is known as the "discreditable" state of our secondary education is, for the time, obscured. Not only, in administrative counties, is the imposition of a rate for higher education likely to be indefinitely deferred, but the resources hitherto at the disposal of Education Authorities is likely to be used to meet new obligations. In some country districts those who have hitherto contributed £10 to the school fund now pay £50 in education rate! And provision is to be made for the training of pupil-teachers, and for supplementing the present inadequate supply of training colleges. It will be surprising, therefore, if, in the majority of administrative counties, the present appropriations of the residue grant are not destined to be reconsidered and redirected. Much was done, I think, in the name of technical education which was far from being either technical or educational. And the Local Authorities have had sufficient experience to discover their mistakes, to distinguish between productive and unproductive expenditure, and to resolve to concentrate and not to dissipate their resources. A secondary school built according to regulations issued by, and to be obtained with difficulty from, South Kensington would cost, so I am informed, from £80 to £100 a school place. And those who contemplate building are required to submit their plans and to pay a substantial fee for the privilege of doing so. Two or three years ago what is known as "Clause VII." of that Department's incredible Directory invited Local Authorities to assume responsibility for science and art instruction within their areas. The Authorities accepted the invitation and modified their arrangements with schools to meet the new conditions. Recently, without the courtesy of warning or of consultation, South Kensington changed its policy and now declines to recognize the intermediate responsibility of the local bodies. Under the Education Act it is left to the Local Education Authority to consider the higher educational needs of its area, and to take such steps as seem to them to be desirable, after consultation with the Board of Education. That is all.

FROM the point of view of Incorporated Head Masters and others, it may be a defect that the compulsory provisions of the Act as regards higher education are limited to a consideration on the part of the Authorities of the needs of their areas. But so it is. And the Education Board is only brought into consultation when the Authority proposes to take such steps as seem to them to be desirable. Under these circumstances, Circular 573 issued by the Board is diverting. The opinion is expressed that it will be found convenient for the work done in regard to higher education to be continued on existing lines, and the Local Authorities are gratuitously informed that any proposals of this tenour which may be put before the Board will be "favourably considered as an *ad interim* compliance with the requirements of Section 2 of the Act." Thus, it will be seen, the South Kensington Branch of the Education Board desires to be important, and is, in point of fact, slightly amusing. It is in the way of becoming a Departmental Mr. Dombey, and of regarding the Local Education Authorities with much the same condescension as that "stern and pompous merchant" displayed towards his second wife: "I cannot consent to temporize or treat with you, Mrs. Dombey, upon a subject as to which you are in possession of my opinions and expectations. I have stated my *ultimatum*, madam, and have only to request your very serious attention to it."

I BEGAN these reflections with an allusion to the dangers and difficulties of sudden change. But there are changes which, in a country of free institutions, are as inevitable as its development. When the responsibility of the State for the education of the children of the poor was partially admitted, it was inevitably only a question of time for that responsibility to be extended until it involved the entire burden of compulsory instruction. That some machinery other than voluntary enterprise was essential for the adequate provision of schools in different localities was equally inevitable, and, in the absence of a uniform system of local government, the creation, where necessary, of special bodies was the only available course to adopt. And when, by the Acts of 1888 and 1894, the local civil government of the country was placed upon an intelligible basis it was inevitable that in process of time the special bodies would disappear. Therefore, if the right of the State to control the sacred mission of education be admitted, I regard the changes wrought by the Education Act of 1902 with equanimity as the legitimate results of our civic and social development. The new Authorities are confronted with a task no less important than difficult. "A few wild blunders and risible absurdities," as Dr. Johnson puts it, "from which no work of such multiplicity was ever free, may for a time furnish folly with laughter and harden ignorance into contempt." But, although I cannot expect for very long to observe the progress of these Authorities, although it is scarcely necessary for me to repeat: "I have no enthusiasm for your government by Board, Committee, or Council," I believe there is a promise for the future which has been wanting in the past.

CORRESPONDENCE.

JAMES ROBERTSON.

To the Editor of The Journal of Education.

SIR,—Perhaps I may be allowed, as one who has been a friend of the late James Robertson for forty years, and who was a colleague of his at Rugby for seven of the nine years during which he lived and worked there, to write a few words of tribute to the memory of the man and the value of the work he did. Dr. Temple, who never in his long life spoke a word he did not mean, said in a letter to Dr. Butler at Harrow, in 1872, that Robertson was "one of those men who bring a blessing with them wherever they go." In another man's mouth the phrase might merely have conveyed a description of the superficial graces of cheerfulness and gaiety, which would not be at all specially appropriate or characteristic of Robertson. Temple undoubtedly meant it in the highest sense, that Robertson's work in the school was powerfully beneficent in its effect on the characters of the boys with whom he came in contact; and in this highest sense the remark was at once just and penetrating. Robertson was a man of a strong and impressive personality, great independence of mind, and many touches of real genius; and no one could become at all intimate with him, whether young or old, without realizing at least something of his strangely complex character, at once forcible and subtle, "dour" yet tender-hearted, strongly controlled, yet at times impulsive and excitable. But, though in after days his singularly happy home circle brought out more and more the strength, the warm-heartedness, and the unselfishness of his nature, in the Rugby

time there were often fits of depression and even melancholy, and in regard to the general society of those connected with the school he was very much of a recluse. Yet the Archbishop was right. He was "one of the men who bring a blessing with them wherever they go," and the people to whom the blessing in those days was brought were his School House pupils, and particularly the younger pupils, at Rugby.

All his life long, wherever he lived, he had an extraordinary attraction toward the young, and a corresponding power of winning their full confidence and regard. From Rugby, Harrow, Haileybury, and his country parish near Cambridge where his last days were spent, comes a flood of testimony, all to the same effect, that among children he was at his best and happiest, and never failed to understand them, and by them to be understood and regarded with a gratitude and affection that in many cases remained undiminished and uninterrupted till his death. At the School House in the Rugby days he was tutor of the junior boys; and the same qualities and gifts were shown in his dealing with these. Not only was it natural to him, and easy, to make friends with them where other men might with far less success make efforts from a sense of duty; but the situation was one which specially appealed to his sympathy, his large nature, and his insight. He felt, what is always true, that in a large boarding house the younger boys often want help and support of various kinds, which their own characters may not be strong enough to dispense with, and yet which there is nobody whose business it is to give, except the tutor. But Robertson viewed it not so much as a duty demanded of him, but rather as a welcome opportunity for giving the help which his whole nature made him at once eager and competent to give.

To this sort of care—at once vigilant, warm-hearted, disinterested, and judicious—the young are always ready to respond. I have often seen him at the time I speak of—between 1864 and 1870—in his small lodging near the school buildings, surrounded with these younger pupils: all of them on the easiest terms with him, yet all instinctively understanding what they owed to him, though the full amount of the aid and guidance they were receiving, in the most natural and unobtrusive way, was far more than at the time they could be aware of. I have often felt that the work he did in those years among his pupils in the lower forms—work that was often anxious, sometimes troubled with disappointment, and always engrossing—though it may have been little known except to his most intimate colleagues and to the boys themselves, was yet not surpassed, in value to the school, by any other more brilliant services rendered by one or another among the Rugby masters of the day. But there must be many of these boys now scattered over the country—men of more than middle age—who would gratefully re-echo Temple's phrase, that their tutor of those days was "a man who brought a blessing with him."

As a scholar, Robertson's interest was mainly literary. He did not carry on any special study systematically, though he had read and knew much more than many even of his friends were aware of. He had a deep love of poetry, both ancient and modern; and, though he rarely talked about it to his friends, and would often assume an ironic pretence of ignorance, his real enthusiasm and appreciation of his favourite poetry came out when he was teaching, particularly in later years. The fact was, though he would have denied it himself, that he had a real poetic gift and strain of originality in his nature, which revealed itself from time to time in English verses sent in letters to friends, or in Latin verse-translations, often from the most difficult and intractable English originals, but always showing a rare power and resource in the rendering. And, though he always professed to regard these efforts as mere unprofitable pastimes, it is plain that he impressed both colleagues and pupils, particularly when he took higher work, after the Rugby days, at Harrow and Haileybury, not only with his love of poetry, but also with his own unusual gifts.

Lastly, as a preacher, though it was only on the rarest occasions that the assistant masters in those days were heard in the chapel, his power was well known to his friends from what they were told of his Sunday addresses in the School House. When he was strongly moved he had an extraordinary impressiveness and command of eloquent, picturesque, and imaginative language. His sermons in later days varied much; but at his best, as in some of the printed sermons which I have seen, the strength and earnestness of his character, his insight and sympathy, and his imaginative gifts, combined with his unusual command of simple and forcible language, left the deepest impression on young and old alike.—I am, &c.,

A. SIDGWICK.

We have permission to publish the following, written by Dr. H. Montagu Butler for the *Haileyburian*:—

When Mr. Robertson came to us at Harrow in 1872, I was prepared to expect much from him, partly from what I had seen of him when, as my guest during a happy week, he examined our Sixth Form for scholarships, and still more from what I had heard of his work and influence at Rugby. Bishop Temple shortly before had written to me in confidence: "He is one of those men who bring a blessing with them wherever they go," a testimony which often came back to my mind as I watched his life among us.

As he came to know us and to enter into our multifarious school interests, whether grave or gay, he became a recognized power, recognized by masters and boys alike. After a time he undertook the management of the Under Sixth Form, and so came into close touch with many of the older and more influential boys as well as with myself and the Upper Sixth Form.

As to his singular gifts as a teacher, the fewest words must suffice. His scholarship was at once of a high and rare order. It was instinct with the freshness of his own very uncommon personality, and wholly free from pedantry. As the phrase is, he "thought and felt in Greek and Latin." His own compositions were, as a rule and by choice, translations of some startlingly difficult passage which seemed to disown and defy any attempt to dress it in an antique garb. Thus almost every version was a *tour de force*, not exactly simple—that was sometimes impossible—but always the stroke of a strong swimmer.

One fragment at least that he left behind him, a composition of another kind, ought, in my judgment, to be published. It was a translation into blank verse of the First Book of Lucan's "Pharsalia." I have not seen it for at least twenty years; but when he kindly allowed me to use it with my Select Division it struck me as not only terse and exact and appropriately eloquent, but also, in respect of cadence and musical rhythm, as a brilliant triumph over the perilous facilities of that grand but seductive metre.

Apart from his special gifts as a form master, Mr. Robertson left on all who knew him well the impression that his nature was cast in a large mould, and that as thinker, poet, friend, he possessed not a few elements of greatness. He was essentially a strong man, original, independent, with ideals and methods of his own, a little impatient perhaps of the commonplace, but in a high degree loyal to colleagues, and the most affectionate of friends, never sparing himself if he could help others in their work.

No sketch of him, however slight, would be even tolerably adequate which omitted his delightful gift of humour. The songs that he wrote for Mr. John Farmer's setting were brim-full of fun and of unexpected oddities, both of thought and of rime. Harrow boys still laugh over his "Monkey Boys" and his "Heroes Angelic on Hæmus and Helicon," but, it is to be feared, with fast fading memories of their genial author. In private, with his intimate friends, his drollery had a truly delicate flavour.

But with all this arch humour, which gave a singular charm to his conversation and his letters, he took his life as a schoolmaster very seriously, and had a profound reverence for the sanctities of boyhood. He had also, as one cause of this reverence, a very tender heart. When he was much moved, as I have seen him in at least one sorrowful school sermon, his large nature and his rich imagination gave an impression of force, spiritual and intellectual, such as I have seldom noted in even the most famous masters of the pulpit. On such occasions (I cannot judge whether there were many of them) his yearning to reach young souls and consciences was not less than apostolic, while his simple, sinewy, plastic language—for he was a master of English—was not unworthy of his message.

I am painfully conscious how cold these poor recollections sound when compared with the warm, noble, unselfish heart of the dear friend whose loss so many are mourning. I feel how many of his pupils, some perhaps who were at first afraid of him, must have been saying to themselves, since they heard of his painful illness and his too early death: "What a brotherly heart the man had! How absolutely one could trust him! What a sense we had that there was in him a depth of feeling, a fount of affection, a poetry, and even a genius, beyond anything that the world suspected, or that the world could care to reward!"

They were right, these old pupils. Wherever he went, and whatever the extent or the limits of his successes, he took with him the power of calling forth genuine homage of this kind from natures less lofty though not less loving than his own; and, if this power is one of the richer blessings of human life, Bishop Temple's saying has been found true even to the end: "He brought a blessing with him wherever he went."

THE TEACHERS' REGISTER.

To the Editor of The Journal of Education.

SIR,—Would you suffer me to make an observation on your Occasional Note of December last headed "The Impertinence of the Government"? In respect of your editorial expressions of opinion, I have nothing to say; but you conclude with the words: ". . . we have always supported the Teachers' Guild in urging one register instead of two." As to this, the requirements of the Guild—as set forth in its summary of objects—may be supposed to be sufficiently met by the existing arrangements, but it is a different matter when the proposition is made to bring about such a drastic change as would be involved in the suppression of Column B. The true inwardness of this, and its far-reaching consequences to secondary teachers and secondary education, may not be apparent at first sight.

My own opinion may be proved in the result to be worth very little, but it has not been lightly formed; and, if I might be allowed to reason generally from the declarations of different classes of persons whom I have consulted on the subject, I should be inclined to say that, so far from the Guild approving this suppression, from 80 to 85 per cent. of its members would be opposed to the policy of which you speak. Certain it is that those who have any feeling at all on the subject express themselves very strongly.

If any of the Branches have formally discussed the subject, it would be interesting to learn their conclusions. Doubtless, the Council will be moved to take steps to gather full information.

The matter must be regarded as a very serious one, in view of the urgent necessity for pressing forward the organization of secondary schools and teachers. Any policy which would render registration more distasteful to secondary teachers than it already is should be carefully avoided. The developments of twenty years hence may be awaited with equanimity.—I am, Sir, very truly yours, J. O. BEVAN.

Chillenden Rectory, Dover.
December 16, 1903.

We were aware that the Teachers' Guild had made no formal pronouncement on Columns A and B, and we learn that last week the Council resolved that the Branches should be asked their opinion, as Mr. Bevan wishes. That the Register is anathema to primary teachers we all know; that registration is distasteful to secondary teachers we refuse to believe. Can Mr. Bevan produce evidence?—ED.]

BERTHON'S "GRAMMAIRE FRANÇAISE."

To the Editor of The Journal of Education.

DEAR SIR,—My attention has been drawn to the review of my Grammar in your last issue. As a rule I am always glad to consider the suggestions of my critics and to act upon them when I find it possible. But some statements of your reviewer are incomprehensible to me. For instance: "We can never see the sense of ticketing *quelquechose* as masculine, and there is good authority for the use of *personne* the pronoun as feminine, though Mr. Berthon will not have it." The only part of this statememt which is correct is the end. I will not have *personne* and *quelquechose* feminine *as pronouns*, for the simple reason that they are most certainly masculine, and have been so *ever since the seventeenth century*, when the present usage was fixed. I have never been able to discover a single authority for their use in the feminine gender after that period; if there is one, I shall be greatly obliged to your reviewer if he will kindly quote it. Even if there is one, it can only be exceptional. Such sentences as "Personne n'a été blessée" or "J'ai mangé quelquechose de *bonne*" belong to the category of mistakes known as "howlers," and I am only doing my duty in warning students against them.—I am, dear Sir, yours sincerely, H. E. BERTHON.

137 Woodstock Road, Oxford, *November* 8, 1903.

[Littré, *sub voce*, approves "Personne n'était plus belle que Cléopâtre," and pronounces Chifflet's objection to the construction pedantic. How can "quelquechose de bon" (= *aliquid boni*) show the gender of *quelquechose*? Mr. W. G. Hartog writes pointing out that M. Berthon is mistaken in claiming to be first in the field with a Grammar in French for English schools.—ED.]

"AND BEAUTY DRAWS US WITH A SINGLE HAIR."

To the Editor of The Journal of Education.

DEAR SIR,—In *The Journal* for March last (page 184, the question is asked, "But where did Pope find the idea?" (contained in the above line from "The Rape of the Lock," Canto ii., l. 28). Well, Warburton says—and if any one was in a position to know, Warburton, I suppose, was—that the line is "in allusion to those lines of 'Hudibras' applied to the same purpose:

"'And, though it be a two-foot trout,
'Tis with a single hair pull'd out!'"

To make the comparison complete, I hope you will be able to find space for a few lines of Pope's and Butler's preceding those already quoted:

"With hairy springes we the birds betray,
Slight lines of hair surprise the finny prey,
Fair tresses man's imperial race ensnare,
And beauty draws us with a single hair." —POPE.

"Doubtless the pleasure is as great
Of being cheated as to cheat;
As lookers-on feel most delight
That least perceive a juggler's sleight;
And still the less they understand,
The more th' admire his sleight of hand.
Some with a noise, and greasy light,
Are snapp'd, as men catch larks by night,
Ensnared and hamper'd by the soul,
As nooses by the leg catch fowl.
Some, with a med'cine and receipt,
Are drawn to nibble at the bait;
And, though it be a two-foot trout,
'Tis with a single hair pull'd out."
—BUTLER'S "Hudibras," Pt. II., Canto iii., ll. 1–14.

For Warburton's note I have consulted an edition of Pope's works dated 1806; but it is also given in an edition edited by A. W. Ward, M.A., published by Macmillan & Co., 1873.—Yours faithfully,

EDWARD LATHAM.

JOTTINGS.

A LONDON halfpenny paper exhibited on December 8 the following poster:—

DEATH OF FAMOUS PHILOSOPHER
REV. HERBERT SPENCER
LIFE RECORD
ALL THE LATEST WINNERS.

A CLUB acquaintance sends us one or two personal reminiscences of Mr. Herbert Spencer:—Though for many years a daily visitor at the Athenæum, Mr. Spencer was not what Dr. Johnson would have called a clubbable man. He was affable, but had little small talk, abjured current literature, and boasted that in recent years he never read a novel. He avoided, no less, serious discussion as an infraction of his leisure hour. I once asked his leave to introduce a relative who had written a book on the freedom of the will. He graciously consented, but added: "You must warn him not to talk philosophy." He was a strict valetudinarian, and would ask for a 100, 63, or 50 game of billiards according to his state of health, and break off in the middle if he found it too exciting. He belonged to the Savile Club, so he told me, in order not to miss his daily game on Sundays. Betting or gambling of all sorts, even whist at shilling points, he strongly disapproved. Some five or six years ago there was a controversy in the *Times* between him and Mr. Frederic Harrison which lasted several weeks. I asked him why he had not replied to Mr. Harrison's last letter, and he explained that he had begun the correspondence because his pulse had been below normal and he wanted a fillip; "but," he added, "my last letter sent it up to a hundred—a clear warning that I had had enough." His autobiography was virtually completed many years ago, and he had appointed Miss Beatrice Potter his literary executrix; but on Miss Potter's marriage this testamentary disposition was revoked.

CRIBBING has cropped up again at Sandhurst. At the annual inspection Colonel Kitson, the Commandant of the College, referred with regret to the rustication for this offence of three cadets of the senior division. The old fallacy that there is no harm in cribbing in a non-competitive examination dies hard, and we are glad to find that the military authorities have determined to stamp it out. Not so long ago it was connived at or at least condoned. A Woolwich cadet was caught *flagrante delicto* and the staff voted for his expulsion. The Governor, who spoke last, said: "I cannot agree to condemn as 'conduct unworthy of an officer and a gentleman' what I did myself. When I passed out of Woolwich we held a caucus to decide on cribbing or not cribbing, and the cribbers had it. I was indifferent, for I knew that under either system I should come out top."

POPE'S character of Addison by a Harrow boy:

"Praise with faint damns, assent with civil leer,
And without swearing teach the rest to swear."

MACAULAY'S "LAYS."—*Q.* Explain "hied." *A.* "Hied" means to hang things up and there is a verse about it, this is it:

"In haste they girded up their gowns
And hied them to the wall." (Age 11.)

"UN dix-cors avec une meute à ses trousses."—"A hornist with a smudge on his trowsers."

IT is impossible to summarize the full and important report presented last month to the London County Council on the provision of technical instruction for women, and we can only select a few of the main proposals:—(1) New classes for the training of women in hygiene and sanitation with a view to health inspectorships, &c.; (2) Afternoon classes in domestic economy; (3) Day cookery classes connected with restaurants; (4) Classes for charwomen; (5) The correlation of dressmaking classes with art classes; (6) Technical day schools for girls, with a three years' course, one to be started at once in the London County Council Sydenham Technical Institute. If only a fourth of the Committee's proposals are carried out, they will have deserved well of the republic.

THE annual meeting of the Principals and Lecturers of Training Colleges was held on December 18 and 19. The President of the year, the Rev. G. W. Garrod, in his address pointed to the rocks ahead, and, in the presence of Mr. Morant and Sir W. Anson, set forth very clearly the grievances of the training colleges against the Board of Education. The new danger with which the colleges are threatened is the gradual cutting off of the supply of pupil-teachers. Those who reached college under the new regulations would, he allowed, be far better prepared, but, unless grants were increased, there would be fewer of them. Against the Board he had two complaints. It was constantly tinkering at the curriculum, and it had, without rime or reason, abolished the Special Inspectors of Training Colleges. For the rest, he urged that training colleges should continue national, not local, concerns. We agree that it would be a fatal mistake for each Local Authority to set up a college for itself, but we can see no reason why there should not be a Yorkshire, or an Eastern Counties, Training College.

IT has been formally decided by the governors of the institution that the Royal Medical Benevolent College at Epsom shall in future be styled Epsom College. This decision does but ratify popular usage.

THE charter of a University for the Yorkshire College, Leeds, is now practically secured; but some delay is caused in reference to the title of the new University. It is understood that Sheffield objects to the title "Yorkshire University," and Manchester to "Victoria University."

THE Minister of Public Instruction in France has authorized the head masters of certain *lycées* to receive an assistant teacher of English, an Englishman, who in return for two hours' work a day would receive board and lodging and opportunities for the study of French.

PLYMPTON GRAMMAR SCHOOL, established in 1648, was formally closed last month. Plympton is but a few miles from Plymouth, and it appears that the short railway journey to a Plymouth school has proved no drawback, and that consequently the Plympton school has been closed from want of support.

THE Cambridge Local Examinations continue to attract an ever increasing number of candidates. In the year just past the entries were 17,266.

THE London County Council has authorized the School Board to carry on until April, 1904, that part of its work which belongs, under the new Act, to the secondary side of education.

THE death is announced of Mr. T. King, Senior Chief Inspector of the Whitehall Branch of the Board of Education.

MR. HERBERT MILLINGTON, who has been inspecting the secondary schools of Worcestershire, is struck by the decay of Latin in these schools and by the inefficiency of the teaching of German and French.

THE annual meeting of schoolmasters and college tutors and lecturers is to be held at Harrow from January 8 to 11. Papers will be read by Mr. A. C. Benson, Rev. Hastings Rashdall, and others.

Dr. S. H. Butcher will visit the United States this spring on a lecturing tour.

DR. HAIG BROWN, who recently celebrated his eightieth birthday at the Charterhouse, was presented with two pieces of plate, inscribed "Four score and four square."

MR. JUSTICE BUCKLEY has offered to the Merchant Taylors' Company securities to produce the annual sum of £50 for the establishment of a scholarship in Economics.

THE Governors of the Royal Veterinary College, Camden Town, have requested the Senate of the University of London to institute a degree in Veterinary Science.

THE Report of the Commissioner of Education in the United States shows that 72 per cent. of the whole number of teachers in the United States of America are women.

THE Town Council of Berlin has decided to set apart an annual sum of £500 for the mural decoration of primary schools.

LONDON UNIVERSITY COLLEGE receives £50,000 from an anonymous donor.

THE Assistant Masters' Association has organized a series of Social Meetings for Informal Discussions, the first one of which will take place at the Bedford Head Hotel, Tottenham Court Road, on January 21 at 8.30 p.m. Inquiries for information should be addressed to the Hon. Sec., Metropolitan Sub-Committee, 27 Great James Street, W.C.

FROM a recent examination paper: "Les maitres de ce ecole sont tres bonne mais un n'est pas un tres bon maitre parce il est toujours sentant et pliene de temper."

APPOINTMENTS.

Mr. S. G. Rawson has been appointed Director of Education for Worcestershire.

Mr. A. C. Coffin has been appointed Secretary of Education at Darlington.

Mr. W. Coynant Griffiths succeeds Mr. Watkins as Clerk to the Central Welsh Board.

Mr. J. C. Davies has become the Organizer of Education for Denbighshire.

The Rev. Canon Bell succeeds Mr. Sharpe as Principal of Queen's College, Harley Street.

Miss M. A. Gilliland has been elected Head Mistress of Aske's School, Acton.

Mr. H. J. Mackinder has been appointed to the Directorship of the London School of Economics and Political Science, vacant by the resignation of Prof. Hewins.

Miss Lucy E. Shallcross, Assistant Secretary to the Teachers' Guild, has been appointed Junior Secretary to the Unviersity of London Extension Registrar.

BOARD OF EDUCATION.

THE Board, which in September, 1902, transferred from the Registration Council to the Consultative Committee the framing of regulations for the Supplemental Register, have not thereby expedited matters. We are informed that the points which need consideration prove to be more numerous and complicated than was anticipated, and that it will be necessary in consequence to defer the issue of regulations to a date not yet determined.

The appointment of Mr. W. C. Fletcher, Head Master of the Liverpool Institute, as Chief Inspector of Secondary Schools marks a new departure. For the last two years this work has been rapidly growing, and the staff of occasional inspectors employed by the Board has been inadequate to deal with it; but the Treasury has blocked the way to permanent appointments. Mr. Fletcher was Second Wrangler in 1886, and his record both as assistant and head master will commend him to the profession; but to keep the balance true we need a senior inspector to represent the Arts side.

Mr. C. A. Buckmaster, Senior Chief Inspector in the South Kensington Branch, has been appointed Chief Inspector of Schools under the Branch of the Board which deals with evening schools, technology, and higher education in science and art. This is a promotion that has been too long deferred.

Dr. H. F. Heath, Director of Special Inquiries and Reports, has been appointed Assessor to the Board of Education to represent the Board on the Consultative Committee.

Miss May Davies, private secretary to Sir A. Rücker, has been appointed to fill the post at the Special Inquiries Branch vacated by the resignation of Miss Beard in June.

REVIEWS AND MINOR NOTICES.

A History of English Poetry. Vols. III. and IV. By W. J. COURTHOPE, C.B., M.A., D.Litt., LL.D., late Professor of Poetry in the University of Oxford. (Macmillan.)

In the first volume of his "History of English Poetry" Prof. Courthope defined the general design of his work as "the history of poetical thought and of poetry as an art, rather than of the lives and works of individual poets." From his conscientious pursuit of this aim through the two latest volumes spring alike the merits and the chief defects of his estimate of English poetry from Shakespeare to Dryden.

It is a commonplace in literary criticism, yet a truth which has not reached its full practical realization, that a history of poetry is not constituted by a series of discriminating estimates of individual poets or schools of poetry, but must be based upon a broad study of history in relation with literature. Prof. Courthope sets a valuable example by showing in these volumes how evolution in poetical thought and in poetry as an art may be revealed in its relation with development in social and political life, and in ideas—religious, moral, and intellectual. On the other hand, his application of the scientific method is an invaluable warning of the danger most incident to it—that danger of reduction to a system which always threatens to develop the organized life of a whole at the cost of suppressing its individual parts. In Prof. Courthope's scheme of poetical development individual poets are swallowed up and lost; for those "sectional and unifying forces" to which we are introduced in the first chapter prove to be the real players of the game of literature, whilst the poets are the chessmen, and many indeed only pawns.

The treatment of Donne in Vol. III. is a good example of the way in which even a great and original genius can be levelled out under such a system. At the end of chapter i. Donne's name appears under a classification of the poetical products between 1588 and 1700, which works out as follows:—The unity notable in early Elizabethan literature breaks up along with political changes into, first, the main straightforward development under the leadership of the Court; and, secondly, various anomalies, the product of "sectional forces working within the ancient fabric of society." Under the latter we have the various schools of "wit," with a sub-heading, "Scholastic Wit," under which finally we arrive at Donne. This first appearance of Donne's name, lying at the bottom of an ingenious theoretical structure, is prophetic of the treatment which he is afterwards to receive at the critic's hands. Chapter vi., after analyzing the "poetical art" of men like Cowley and Donne into the constituents, paradox, hyperbole, and metaphorical excess, devotes itself to tracking these elements to their sources.

Under Prof. Courthope's guidance we hark back to the early middle ages, to the end that we may find the paradox of thought in Donne's metaphysical poetry accounted for by the reasonings of the mediæval logicians about the universe, the hyperbole of his love poems traced to its certain origin in the habits of expression developed by the troubadours in connexion with the *cours d'amours*, and the metaphorical excess characteristic of his poetry in general explained by the early flourishing and later decay of allegory in the middle ages. The principle of such investigation, in itself right and valuable, is abused when its application involves neglect of the intrinsic nature of things apart from their pedigrees. The detailed treatment of Donne (chapter viii.) illustrates the evil tendencies of the analytical method. With all his care in tracking hyperbole, paradox, and metaphorical excess to their sources, Prof. Courthope disregards the meaning and value which they have in their places in Donne's poetry. He is content with laying stress on their ingenuity and the grotesqueness and obscurity attending them. In this connexion it needs only to recall such lines as those which express the lover's thought that beauty—nay, life itself—is dead without love:

> If I die,
> Then all thy beauties no more use shall have
> Than a sundial in a grave,

to realize that imaginative expression may be found true where daring metaphor lights up, as by a flash, a thought which in itself is both hyperbole and paradox. In his anxiety to correct the modern tendency to overestimate Donne, Prof. Courthope precipitates himself as far on the other side of justice. He ignores Donne's unique qualities as love poet and thinker (and declares that "his sole aim as a poet was to associate the isolated details of his accumulations of learning with paradoxes and conceits which have no permanent value"). The poem on "Primrose Hill" is singled out for complete quotation as illustrative of the dialectical subtlety of the poet's thought and his "skill in combining contrary ideas and images." Surely, if one poem be quoted as representative of an author, it should be chosen to exhibit his powers and not his peculiarities. A poem like "Love's Growth," quoted without commentary, would have revealed Donne's rare power of uniting various and unusual images into an artistic whole by means of the strong, clear development of thought which forms the backbone of the poem. The present treatment of Donne illustrates the characteristic defects of Prof. Courthope's critical work. His combative attitude in advancing his own estimate and his ardent application of his theory of the close interrelation between poetry and social development help to produce the mpression, here as elsewhere, that his criticism is not founded upon a sufficiently comprehensive and sympathetic knowledge of its subject.

The systematic evolution of poetical wit lords it over Vol. III. up to the advent of Milton, and the arresting fact that the host of Elizabethan song writers are ignored, except for those individuals who, like Campion, are lucky enough to fall under the terms of some branch of "wit," must be put down to the exigencies of the system—unless, indeed, Prof. Courthope is simply making a tacit but forcible protest against the high appreciation to which in our day these writers have been helped by such literary benefactors as Mr. Bullen. On either ground, such a slight as that incidentally paid to these song-writers on page 249 is inexcusable. To correct Hallam's obviously false estimate of Suckling as a lyric poet unsurpassed by writers before or after, our later critic solemnly asserts: "It may be safely affirmed that Suckling left no verses which can compare with Shakespeare's 'Where the bee sucks' or Jonson's 'Drink to me only'"—thus passing over in one sweep the wealth of Elizabethan song literature. Has Prof. Courthope never explored this rich storehouse, that he so strangely undervalues its treasures? This is a case where a lack of fit appreciation inevitably suggests lack of knowledge.

By his passion for tracking influences Prof. Courthope is allured, like every true enthusiast, into absurdities. Perhaps the most delightful of these is his discovery of traces in "Il Penseroso" of the influence of Milton's friend Diodati, who had "first given him a taste for investigations into natural science." The critic quotes the lines in which Milton prays for the peaceful hermitage—

> Where I may sit and rightly spell
> Of every star that heaven doth shew,
> And every herb that sips the dew—

evidently implying that Milton would never have expressed this desire for leisure to pursue the studies of astronomy and botany if his friend had not cultivated his scientific tastes. To the unsophisticated reader the poet does no more than name the orthodox employments of a hermit—study of the stars and of medicinal herbs.

Vol. IV., devoted to the drama, falls under criticism into two parts. The last half represents an admirable treatment of the development of the drama in the light of social and political changes from Ben Jonson to the Restoration. The chapter on Beaumont and Fletcher is an excellent and characteristic piece of criticism. The first half is proportionately unsatisfactory. The earlier drama as here represented is overrun with Machiavellian *virtù*, a term which, whatever its original connotation, stands in Prof. Courthope's eyes for a most Protean spirit. Satan in Vol. III. appeared as its embodiment, and in Vol. IV. we find him in good company: Tamburlaine, Shylock, Henry V., the King in "Hamlet," the Bastard in "King John" are variously possessed by this same *virtù*. A less pardonable fault in this part of Prof. Courthope's work is his tendency, in protest against Lamb's enthusiasm, to belittle many of the Elizabethan dramatists beside Shakespeare. Webster, for instance, is meagrely appreciated, and Prof. Courthope dismisses him with an enumeration of the sentences which appear twice over in his works, and an accompanying word, contrasting his "laborious and economical art" with Shakespeare's affluence.

As to Shakespeare himself, Prof. Courthope is uniformly

temperate in his judgment and not enlightening in his interpretation. He has original theories on the dates and authorship of some of the plays which require a detailed criticism impossible here. It is noteworthy that in his arguments on his own side he generally offers the handle, which his opponent has only to turn in order to overset them. For instance, in pleading his case for "The Tempest" as an early play, forming the crown of Shakespeare's early work in the comedies of illusion—a sort of apotheosis of the "Midsummer Night's Dream," he admirably suggests in one sentence the basis of the criticism which must be brought to bear upon his theory. In noticing the advance made in the treatment of the supernatural from the earlier to the slightly later play, "Puck," he states, "is replaced by Prospero."

Regarding Prof. Courthope's critical work as a whole, we cannot but resent the spectacle which it continually presents to us—of poets the sport of sectional and other forces; we cannot but regret that the writer's overweening eagerness to refute a prevalent estimate running to an extreme often makes his own criticism "o'erleap itself and fall on the other." Whether or not it be the outcome of these two tendencies to defect, what we have to find fault with first and last is the neglect of much that is valuable in the literature reviewed and much that is significant in the work of individual poets.

Yet the excellent treatment of Dryden in connexion with his age, the valuable vindication of Milton from the charge of plagiarism, the admirable record of the development of the drama from Ben Jonson to the Restoration, are proof that Prof. Courthope's criticism can be adequate and illuminating to its subject. They are typical of the qualities in his work which give this critic his reputation and these volumes their weight and value.

Horace for English Readers. A Translation by E. C. WICKHAM, D.D. (Price 3s. 6d. net. Oxford University Press.)

Dean Wickham's "Horace" appeals to two classes of readers—Latinists whose scholarship has grown rusty and the "profanum vulgus" of University Extensionists. There are, we believe, many who will choose to have the exact things which Horace said rather than to have a distant and questionable imitation of the poetical form in which he said them. Prose translations of foreign poets have recently come into fashion, and they serve two purposes which Dean Wickham fails clearly to distinguish. There is the "Odyssey" of Butcher and Lang, whose chief object is to convey to English readers all the charm of Homer that prose can give; and there is the "Lucretius" of Munro, which is intended mainly as a condensed commentary and appeals only to scholars. Theoretically, no doubt, the two aims are compatible, and not a few translators, especially in France, have tried to satisfy both; but we cannot recall a single instance of a poetical "crib" that has become a popular classic.

Dean Wickham, ever since he lectured on Horace as a New College tutor some thirty years ago, has devoted himself to his author, and his scholarship none — not even a Cambridge *frondeur* like Dr. Verrall — will dispute. Whether his version will enable the general reader to "feel across the centuries the touch of Nature" we incline to doubt. In the case of Horace the task of the prose translator is infinitely harder than in that of Homer or even of Virgil. "With Horace the matter is nought; the manner is everything." In most of the "Odes" the themes are the tritest commonplaces—the certainty of death, the praise of patriotism, what can't be cured must be endured—but the "curiosa felicitas" is all his own; unique we had said, but we remember Heine.

Undoubtedly this translation is an advance on anything we have had before. Lonsdale and Lee hardly rise above the "crib"; Newman is a mongrel between poetry and prose; Lord Lytton is periphrastic, a capital crime in a translator of Horace. To Dean Wickham's virtues it is not possible to do justice except by quotations for which we have not space, and solely to point out his failures is an ungracious task. Even his errors, as we judge them, lean to virtue's side: in trying to bring out the exact force of every word and of the order of words he now and again sacrifices *concinnitas*. For "Storm the fort of Wisdom" we have "Push the siege of our deep entrenched seriousness"; for "Shun delays" we have "The delay is on your side—snatch yourself from it"; for "Preserve in adversity an even temper" we have "Remember when life's path is steep to keep your mind even." To give one longer instance: "Yea, she grudged to the cruel Liburnian sloops their wish that she should be led, no tame-souled woman, unqueened in a proud triumphal procession," should, we humbly submit, for English readers run: "Her royal soul brooked not to be borne in their cruel galleys to grace unqueened a Roman triumph."

We may note in conclusion that both "Odes" and "Satires" have been wisely expurgated and that the brief headings are most helpful.

(1) *The Law of Public Education in England and Wales: a Practical Guide to its Administration.* By G. EDWARDES JONES and J. C. G. SYKES. (Price 21s. net. Rivingtons.)
(2) *A Practical Guide to the Law of Education, with the Text of all the Acts and Forms.* By W. R. WILLSON. (Price 21s. Sweet & Maxwell.)

Both of these encyclopædic volumes are intended primarily for Education Authorities, and it is not too much to say that no County Councillor or member of an Education Committee can fulfil his duties with full understanding unless he has studied some such guide, or at least possesses some such book of reference. The rival volumes are very similar in form, and cover very nearly the same ground. We shall not attempt the invidious task of assigning the first place to either, but be content to point out one or two distinctive features. Mr. Willson gives the full text of the Education Acts from 1870 downwards; Mr. Jones does likewise, and indicates by a black marginal line the parts repealed by the 1902 Act. Mr. Willson gives a Table of Cases, but we do not find either there or in the index the Cockerton judgment. Both authors give fully the Regulations for the Registration of Teachers and the Orders in Council under which they were framed. By some oversight, in Mr. Willson's list of the Consultative Committee only four names have an asterisk "denoting those who now [March, 1903] form the Committee." As a fact, all the retiring members except Sir W. Anson were reappointed. To sum up: every Councillor should purchase one of the two volumes, and Chairmen and Organizing Secretaries both.

The Journal of Theological Studies, October, 1903. (Price 3s. 6d. net. Macmillan.)

The opening article of the current (quarterly) number of this magazine, under the title "Against the Stream," deals in an interesting fashion with the present state of theological controversy in Norway and the Norwegian Church, a subject which is beginning to attract considerable attention in England. The writer (the Rev. J. Beveridge) gives a clear and discriminating sketch of the tendencies at work in Norwegian theological thought, their growth and development, and also of the leading personalities engaged in the struggle. This is followed by a further instalment (the third) of Mr. K. Lake's instructive articles on "The Greek Monasteries in South Italy," and a short paper by Prof. Sanday on "The Site of Capernaum," in which he withdraws his support of the Khan Minyeh theory in favour of Tell Hum. One of the special features of the *Journal* is the publication, with critical apparatus, of original documents which have not hitherto seen the light. The present number includes "Some recently discovered Fragments of Irish Sacramentaries," edited by the Rev. H. M. Bannister. Among the "Notes and Studies" may be specially mentioned the first of a series containing a new compilation from various sources of the Old Latin text of the Minor Prophets (by the Rev. W. O. E. Oesterley), which promises to be most useful; also notes on Codex *K* (of the Old Latin Gospels) by Turner and Burkitt, and one on "The Christology of Clement of Alexandria" (by Ermoni), &c. The usual reviews, chronicle, and summaries follow. The present number of the *Journal* begins its fifth volume. In the interests of solid and scientific theological study in England, it is to be hoped that it will receive wider and more generous support from professed students and other readers.

"The Start in Life Series."—(1) *Journalism as a Profession.* By ARTHUR LAURENCE. (2) *Guide to the Civil Service.* By JOHN GIBSON. (Price 3s. 6d. each. Hodder & Stoughton.)

(1) A successful journalist of the new school tells, as far as it is possible to tell, the secret of his success. His credentials are given briefly in the preface contributed by Dr. W. R. Nicoll, and more fully in "Who's Who." One great merit of the book is that Mr. Laurence has called in the aid of specialist friends, and gives us short monographs by experts on leader writing, musical criticism, dramatic criticism. We have even a crowning chapter by Mr. A. C. Harmsworth on "Newspaper Proprietorship," entertaining, but hardly instructive. The summing up is givenin the following paragraph:—"If you are justified in the choice of a profession, you will have earned at least a hundred pounds during your first year of work, and, with increased facility and opportunities and improved reputation, you will

very probably earn two or three times as much the year afterwards. At ordinary rates £500 does not represent any very exceptional energy. There are freelances earning £1,500 a year; but their name is not legion." This is, to judge from our own experience, too sanguine an estimate. For every pressman of our acquaintance who is making his £500 a year we could name half a dozen, who could not be called incapable or failures, who are not earning half that sum. We venture therefore to dissent on one fundamental point from Mr. Laurence's advice. He bids the youth who feels a calling leave all and follow journalism. The more prudent course, we hold, is at starting to angle from the shore, and not embark on troubled waters till you have proved your skill. There are many posts in the Civil Service, the law, and business which afford leisure enough to dabble in journalism. The remarks on essay writing are particularly helpful. We have noticed in the whole volume only one piece of journalese—a rather flagrant one—"a somewhat *outré* capacity for the ingurgitation of whiskey."

Of (2) nothing need be said but that it gives a detailed account of all the branches of the Home Civil Service, with particulars of salaries and specimen examination papers. Mr. Gibson's introduction goes to show that it is better to be a doorkeeper in the Civil Service than a private teacher.

Harvard Studies in Classical Philology. Vol. XIV. (Price 6s. 6d. net. Longmans.)

This special volume is dedicated to the memory of Prof. Greenough—a name almost as familiar to English students by his "Latin Grammar" as that of Prof. Goodwin by his "Greek Syntax." The frontispiece is a lifelike portrait; and his colleague, Prof. Kittredge, sums up in a short memoir his services to philology. The bulk of the volume is occupied with a full and exhaustive discussion of scene-headings and miniatures in the illustrated Terence MSS., which have been carefully copied and reproduced. Of more general interest is a discussion by Mr. Warde Fowler of the Fourth "Eclogue" of Virgil. We can only give his paraphrase of the concluding lines (he reads "qui non risere parentes"): "Begin, little one, to recognize thy mother with a smile, for babes who do not thus own their mother's love cannot expect the favour of her guardian deities." It is strange that Mr. Fowler should take no note of H. A. J. Munro's interpretation: "magni Jovis incrementum"—"seed from which Jove will spring." The question who the child was is admirably treated, but we confess that "will not prove worthy of apotheosis" seems to us a more fitting conclusion.

Classical Association of Scotland Proceedings, 1902–3.

The society was founded in the last months of 1902, and we called attention at the time to the inaugural address of its first President, Prof. George Ramsay. This handsome volume is proof that the Classical Association has taken root and flourishes. Besides Prof. Ramsay's address, it contains papers by Prof. Baldwin Brown on "Archæological Aids to Classical Study"; on "Classical Study in the face of Modern Demands," by Dr. Heard, of Fettes College"; on "The Public Examination System in Secondary Schools," by Mr. Coutts, the Secretary"; and on "The Teaching of Greek," by Prof. Harrower, of Aberdeen. All are worth reading, but for schoolmasters the most interesting is Dr. Heard's, a plea for the literary study of Greek as opposed to the anise and cumin of the grammarians. It is strange that Latin is almost ignored. We suppose the explanation is that in the land of the humanities it is not threatened.

Matriculation Selections from Latin Authors. By A. F. WATT and B. J. HAYES. (Price 2s. 6d. W. B. Clive.)

A half-way house between a book of unseens and a Latin reader. Thus the main story of the "Æneid" is given in some seven hundred lines of extracts. The other extracts are mainly from Phædrus, Livy, Cicero, Horace, and Ovid. The selection is a good one, but the teacher must not observe the order of the book: "Pro Cluentio" comes before "Hæc tua Penelope." The notes are brief and to the purpose, and there is a full vocabulary.

Horace: Odes, Books III. and IV. By JOHN SARGEAUNT. (Blackwood.)

The distinction of this edition is the illustrations. Particularly good is the frontispiece, an Augustus reproduced from Murray's "Gems." Another peculiarity that we cannot commend is a *précis* in English at the side of the text. Thus against IV. x. we have: "You are a spoiled boy and will regret it." As it was impossible to indicate the full meaning, the ode had better have been omitted. There is, by the way, no hint of a difficulty in the second line. A good feature of the notes is the frequent illustrations from English poetry; a less pleasing one is the positiveness in vexed passages, as "limen Apuliæ," "miscentur cyathis." Horace himself does not escape the lash—"not a masterpiece," "hopelessly prosy," "absurd description."

A First Latin-English Dictionary. By A. C. AINGER. (Price 2s. 6d. Murray.)

Is strongly bound, opens well, and the print is clear. It should help to suppress that modern excrescence the special vocabulary. The words have been selected with care, and the young reader of Cæsar, Ovid, and Vergil will rarely search in vain. A novel and commendable feature is the addition of French derivatives. Here Mr. Ainger occasionally trips. *Aïeul* is not directly derived from *avus*, and *chancre* has nothing to do with *canna*. Constructions might be briefly indicated, thus: *memini*, gen.; *jubeo*, infin.

Text-Book of Palæontology. By KARL A. VON ZITTEL. Translated by CHARLES R. EASTMAN, Ph.D. Vol. II. (Price 10s. net. Macmillan.)

The second volume of Dr. Eastman's translation of Dr. von Zittel's "Text-Book" is as admirable as the first, which we noticed not many months ago. It contains the vertebrates, exclusive of the mammals, and the various chapters or sections of the original work—fishes, amphibians, reptiles, birds—have been translated and, in part, re-written by various naturalists, English and American; but no section is so entirely new as are more than one of those of the volume on invertebrates. Perhaps the most nearly original section is that on birds by Mr. F. A. Lucas, of Washington, whose classification, founded on that of Stejneger, will, by its simplicity, commend itself to the palæontologist; while to the ornithologist proper it may seem to go hardly far enough in the way of divisions and subdivisions. Indeed, the whole book is, as it ought to be, not a text-book for zoologists, but for palæontologists. But even to the ordinary reader certain parts of it are not without interest; for it is excellently illustrated, and the figures of some of the fossil reptiles—the Dinosauria especially—are amazing. And the representation of *Archæopteryx*, from the Berlin specimen, is very beautiful and far superior to that usually found in English works. It is remarkable that, while the feathers of the tail, the wing, and other parts of the body of this, the earliest of known birds, are admirably preserved in both of the existing specimens, they would seem to be wanting in the large number of fossil birds which are found in the cretaceous and tertiary rocks. Is this due to a difference in the structure of the feathers, or merely to the extreme fineness of the material of the Solenhofen slate? We are glad to see that in this volume the scale, or fractional value, of nearly all the figures is given. The measurements are mostly those of the metric system, which is, perhaps, well; but the word *liter* (page 262) is jarring. We hope soon to welcome the third volume, which will deal with the mammalia, and which will complete the work.

"Heath's Modern Language Series."—(1) *Freytag's Aus dem Jahrhundert des grossen Krieges.* Abridged and edited by Prof. L. A. RHOADES. (2) *Heyse's Niels mit der offenen Hand.* Edited by E. G. JOYNES. (3) *Baumbach's Waldnovellen.* Edited by Dr. W. BERNHARDT. (4) *Wilbrandt's Das Urteil des Paris.* Edited by ANNA G. WIRT. (Price 1s. 6d. each.)

(1) Freytag's cameos of history are excellent reading for a sixth form. The editor's notes are confined to explaining historical allusions; difficulties of language (they are not many) or of idiom are hardly touched on.

(2) Heyse's *Novellen* are well known in England, and several have been translated. Not so his *Märchen*, of which this is a good sample. There is a vocabulary and full notes for the beginner. A well edited book.

(3) Half a dozen pretty little tales of the Thuringian Forest—it might have been the Forest of Arden or Broceliand. The text is slightly harder than (2) and adapted for a second year.

(4) is a magazine story of modern life, full of idiomatic phrases with not a little slang. It might be good to set as an extra or holiday task, but we should not care to take it as a class-book. The notes are rather wooden and the translations unidiomatic.

Récitations et Poésies. Edited by VIOLET PARTINGTON. Illustrated by A. M. APPLETON. (Price 2s. H. Marshall.)

A good collection of simple nursery rimes, &c., with phonetic transcript. The illustrations are pretty and at the same time humorous. Some tunes would be an acceptable addition.

A First Year French Writer. By G. H. WADE. (Rivingtons.)

A collection of exercises on accidence and the simple sentence. Two good features are that the exercises on each rule are in duplicate, and that all the sentences of a lesson are not illustrations of a single rule. It is, as the editor remarks, difficult to frame perfectly "natural sentences for beginners," but we do not see why "fatherland" should be used for "country," "heedless" for "careless," and so on.

The Life of Thomas Arnold. By A. P. STANLEY. Abridged and newly Edited, with Notes, by ARTHUR REYNOLDS. (Price 1s. net. Hutchinson.)

A very skilful curtailment. The notes are concerned with Dr. Arnold as an ecclesiastic rather than a schoolmaster. Among the assistant masters whom Arnold appointed Dean Bradley is omitted.

La Mare au Diable. Par GEORGE SAND. Edited by LEIGH N. GREGOR. (Ginn.)

We can best indicate the aim of the editor by quoting his dedication: "To those teachers of modern languages who hold with the 'Committee of Twelve' that 'slovenly, incorrect, and unidiomatic translation is worse than a waste of time.'" We can add, after a pretty careful scrutiny of the notes, that the editor fulfils his promise; his renderings are close and idiomatic, and he does not shirk difficulties. Those of our readers who have long memories may recall a passage

from the introduction that was set some years ago for a translation prize, and such will have realized the difficulty of the task. A vocabulary in so scholarly an edition seems to us a superfluity.

Goebel's Rübezahl. Edited by D. B. HURLEY. (Price 2s.) *Word- and Phrase-book.* (Price 6d.) (Macmillan.)

This latest volume of "Siepmann's German Series" is a capital reader for second-year pupils. Rübezahl is the gnome of the Riesengebirge, and the short *Märchen* clustered round his name are in some ways better fitted for school purposes than Grimm or Hans Andersen. Mr. Hurley has done his work as editor very thoroughly. The notes on some particles, though excellent in themselves, belong to a more advanced stage, and the list of strong verbs is surely superfluous. Instead of them we should have liked a fuller treatment of words like *hold, Aue, Schulz*, and some notice of words and phrases which are archaic or not conversational—*lugen, Augenmark, ob* as a preposition. Why is it unwise to imitate "the habit" of omitting auxiliaries in subordinate clauses?

Lange's Household German. Part I. (Price 2s. 6d. net. Hachette.)

A compromise between the new oral and the old grammatical methods. German and English both of sentences and of grammar are given in parallel columns. We confess that grammar seems to us unnecessarily obtrusive. Thus, in Section 1 we read:—"Ein Dingwort musz immer mit einem groszen Anfangsbuchstaben geschreiben werden." What business has a child in his first German lesson with *Dingworts* or writing?

Hauff's Geschichte von Kalif Storch. Edited by ALOIS WEISS. (Price 6d. Hachette.)

This well known *Märchen* is once more edited, and this time on a new principle. The notes are incorporated in a vocabulary. Thus, to take the opening words, "Es zog sich einmal," &c., the pupil will find the construction under *es* and the meaning of *einmal;* but he will not find under *zog* or *ziehen* the meaning required. In other words, he will need a dictionary as well; and, if he is *ex vi termini* a beginner, he will sometimes be puzzled to find the word—*iss*, for instance. We do not care for the plan, but add with pleasure that Dr. Weiss proves himself a most competent editor.

Storm's Immensee. Edited by R. A. VON MINCKIZT and ANNA C. WILDER. (Ginn.)

There are in the field several editions of Storm's little masterpiece. The present one is distinguished by a vocabulary and by an interesting introduction giving some personal reminiscences of the Schleswig *Dichter.*

French Phrases with Exercises. By HAROLD E. HAIG BROWN. (Price 1s. 6d. Williams & Norgate.)

A nondescript book. It begins with syntax, goes on to accidence, and ends with exercises on the verbs. Mr. Haig Brown tells us that he is indebted to "that great linguist and scholar Mr. Léon Delbos, R.N., for many corrections and suggestions," and that Mr. C. E. Delbos has corrected the proof-sheets. We can hardly believe that these eminent French scholars can have seen and passed pages 12 and 13. "S'il fait beau et que vous *êtes* ici nous irons ensemble. N'essayez pas casser le mur; c'est difficile á [*sic*] faire." Is this "a way we have in the Navy"?

Von Sybel's Prinz Eugen von Savoyen. Edited by E. C. QUIGGIN. (Price 2s. 6d. Cambridge University Press.)

This is by far the fullest and most satisfactory school edition of a well known classic that we have seen. No historical allusion is left unexplained, and German equivalents are given of the borrowed foreign words, of which von Sybel was too fond. For Army candidates it now makes a first-rate reading book.

The Teaching of Modern Languages in Schools and Colleges. By D. T. HOLMES. (Paisley: A. Gardner.)

This is a free adaptation of the "Didache" of Prof. Horner, of the Fribourg University. Not having the original (a confession of ignorance that will doubtless shock the author), we must consider this monograph on its own merits. The historical portion is very slight and the chapter on the proper procedure in colleges where the natives are bilingual has little interest for English teachers. Mr. Holmes (and, we take it, Prof. Horner) is a thoroughpaced intuitionist, but he sees, what many of the new school fail to see, that the intuitive method has its limits, and can only to a very limited extent be applied when the stage of literary study is reached. His hints on the use of pictures and on class conversation are excellent. The vexed question of phonetic script is not touched.

Essays and Addresses, 1900–1903. By the Right Hon. Lord AVEBURY. (Price 7s. 6d. net. Macmillan.)

Lord Avebury has done well to rescue from "the files" his public addresses of the last four years. They cover a wide field, from the first Huxley Memorial Lecture to an address to the Churchmen's Union. All show a well stored memory and a calm, temperate judgment. Three of the fifteen bear directly on education, but the reader will turn instinctively to the trio dealing with the fiscal question. On this Lord Avebury speaks as an expert. It is not a subject that we can deal with in these columns, but this much we may say: Lord Avebury is not one of those politicians who proclaim that the gown must yield to arms; that in a tariff war education is a negligible quantity.

The Schoolmasters Yearbook and Directory, 1904. (Price 5s. net. Sonnenschein.)

The *Yearbook* has grown in bulk, though the articles on educational topics have been wisely dropped. The Directory now contains upwards of nine thousand names, an increase of fifteen hundred. Most of these come from the lists of Column B published in *The Journal*, but we note that several mistakes (ours or the Registrar's) have been corrected. The list of secondary boys' schools has grown from a thousand to twelve hundred, and statistics of numbers, fees, scholarships have been added. One school that shall be nameless returns 450 boys; 400 would be nearer the mark. This mistake doubtless comes under the head of misinformation supplied, as noted by the editor, who instances 1945 returned by a head master as the date of his foundation. A most useful new feature is a full list of Education Committees of County and County Borough Councils. In the Obituary (the wrong page is given in the index) we note a few omissions—in particular James Robertson. We have now had the *Yearbook* long enough to feel that we could not go without it. Hardly a day has passed on which we have not had occasion to consult it. We are more convinced than ever that it has come to stay.

The Handyman's Book of Tools, Materials, and Processes employed in Wood-working. Edited by PAUL N. HASLUCK. (Price 9s. Cassell.)

The editor of *Work* and the *Building World* has compiled what is really a cyclopædia of handicraft in wood. He begins with tools, which occupy 145 double-column pages; then we have a short chapter on "Timber: its Growth, Seasoning, Selection, and Varieties"; then comes a full chapter on Joints, and the rest of the volume is devoted to examples in wood-work, ranging from a paste-board to a chiffonier, from a chicken-run to a greenhouse. There are over two thousand five hundred illustrations, all admirably clear, many of them from photographs specially taken by the editor. A very full index gives to a graded course, proceeding logically from the simple and easy to the more complex and difficult, all the advantages of an encyclopædia. For the amateur or the mechanic, the country gentleman who lives at home at ease, or the colonist who is perforce his own joiner and carpenter, the book will prove an indispensable *vade mecum.*

Curiosities of Natural History. By FRANK BUCKLAND. New Edition. (Price 3s. 6d. Methuen.)

An acceptable reprint of an old favourite. Though he was a Winchester scholar, scholarship was not Buckland's forte, and his howlers—"Ιεσους," "un chien sans un profession"—might be corrected.

Messrs. Ruddiman Johnston send us four *Nature Knowledge Diagrams*, illustrating the zoology of the Arctic Regions; the Desert Regions; Forests, Jungles, Prairies, &c.; and, lastly, Protective Mimicry. Each is accompanied by an explanatory booklet, and the price, mounted and on rollers, is 5s. The drawings are original; the distinctive species are well chosen and (a point often overlooked) they are drawn to scale. They will be found useful not only for lessons in zoology, but in geography. The diagrams can be purchased separately.

"Arnold's Literary Reading-Books."—*The Greenwood Tree.* (Price 1s. 3d.)

The sub-title runs; "A Book of Nature Myths and Verses," and we have legends (mainly Greek) and poetry of all sorts, connected more or less closely with scenery. We hardly see for what class of scholars the book is intended. For class study it seems to us at once too desultory and too monotonous; but it would do well for a home reading-book.

John Wright & Co., Bristol, send us a set of their large sheet illustrations to *First Aid to the Injured and Sick*, published at 2s. each, or 27s. 6d. the set of sixteen, or 45s. mounted on linen. The first four sheets deal with anatomy and physiology, and would serve excellenly for school lessons on the laws of health. The others are adapted for ambulance classes.

Handbook of Commercial Geography. By GEO. G. CHISHOLM, M.A., B.Sc. Fourth Edition. (Price 15s. net. Longmans.)

This revised and enlarged edition of a well known book by a competent author needs no notice, unless for its appearance at a time when commercial geography makes fuel for a burning question.

The Story of my Life. By HELEN KELLER. (Price 7s. 6d. Hodder & Stoughton.)

Both as a study in psychology and a human record this is a fascinating book, not inferior in interest to that of Laura Bridgman. Miss Keller was left in her nineteenth month, as the consequence of a serious illness, blind and deaf, and now in her twenty-fourth year she is able to tell in excellent English the story of her education. This is supplemented by what may be called a professional account of the case contributed by the editor, Mr. J. A. Macy, and her devoted teacher, Miss Sullivan. We may quote as a good sample of her style the account

of how she discovered, or rather rediscovered, language: "We walked down the path to the well-house, attracted by the fragrance of the honeysuckle with which it was covered. Some one was drawing water, and my teacher placed my hand under the spout. As the cool stream gushed over one hand she spelled into the other the word *water*, first slowly, then rapidly. I stood still, my whole attention fixed upon the motion of her fingers. Suddenly I felt a misty consciousness as of something forgotten and a thrill of returning thought; and somehow the mystery of language was revealed to me. I knew then that *w-a-t-e-r* meant that wonderful cool something that was flowing over my hand. That living word awakened my soul, gave it light, hope, joy, set it free!"

Andersen in German. Edited by WALTER RIPPMANN. With Illustrations. (Dent.)

Besides the illustrations by Messrs. Robinson, who have thoroughly caught the spirit of Andersen, the edition is distinguished by the vocabulary, in which only German equivalents are given, thus: "*Arger*, das Gefühl, dass man sehr unzufrieden ist mit dem was ein andrer that oder sagt." The only concession is in the case of animals, trees, and such like objects, where a definition or description would fail. With second year pupils the plan is well worth a trial.

GIFT BOOKS.

NELSON.

Isabel's Secret. By the Author of "The Story of a Happy Little Girl." — Isabel and her sister Rose are the children of a widowed father who brings them up in ways of piety and peace. They go to school, and Rose, the younger, is not altogether proof against temptations to vanity and disobedience. And, later, they stay with a worldly great-aunt, and while with her are overtaken by a serious accident which imperils Isabel's life. Out of this adventure come wholesome lessons for everybody, and the book ends happily. The characters, incidents, and illustrations are all pretty and of the kind that still interests young girls, though they are not according to the literary taste of up-to-date circles.

Favourite Stories from Grimm. Retold by EDWARD SHIRLEY. (Price 5s.)—An admirable gift book for the nursery. Everything—page, print, and coloured illustrations—is on a large scale. The language is simple, and the drawings (the artist is anonymous) are bold and striking.

Riverton Boys. By K. M. EADY and R. EADY. (Price 1s. 6d.)—A story of the warfare between the boys of two rival schools. We pity the authorities of Riverton College while the scalpers held sway; but their assaults and reprisals will prove attractive to young readers.

Daddy's Lad. By E. L. HAVERFIELD. (Price 1s. 6d.)—Joan is the only child of a rich baronet, and, having overheard some gossip among the servants, gets it into her head that her parents would have preferred her to be a boy. Her life, however, is a very happy one, in strong contrast to the hardships of the poor little heir, whose neglect and ill treatment, though primarily due to his guardian, are not greatly to the credit of Sir Edward Mertoun. There is a pathetic picture of the forlorn boy. Joan, to an unprejudiced observer, seems merely a self-willed and, generally, ill-mannered girl, and this rather spoils the story.

Jake. By ADELA FRANCES MOUNT. (Price 1s. 6d.)—A nicely written story of a London waif, and some children in Clare Market whom he befriends. After many troubles, misunderstandings, and oppressions the children and Jake find happy homes. Is it likely that an Irish girl would put much merriment into her singing of "The Wearing of the Green"?

For King or Empress. By CHARLES W. WHISTLER, M.R.C.S. (Price 3s. 6d.)—During the struggle between Matilda and Stephen for the possession of England, a young squire returns from France to claim his inheritance in Somersetshire on his father's death. Being a guileless youth, he discourses on his family history to a strange knight, who conceives the idea of personating the dead father, to whom he bears a chance resemblance, and taking possession of Steynings Castle, with the well founded hope that in the disturbed state of the country no one will trouble himself much about the matter. Ralph Steyning passes through many perils before he gets his own again, but is befriended by some kindly Jews. Some of the most exciting scenes take place in or near Dunster Castle, then in the possession of De Mohun: but we do not understand how the sea can ever have protected the southern face of the hill on which the castle stands, or have guarded the east; and where are the "deep valleys" to the north? It seems rather a fancy picture.

The Gayton Scholarship. By HERBERT HAYENS. (Price 1s. 6d.)—The boy who wins the Gayton Scholarship is drowned while playing with his companions in an old fort on the shore. Jim Hartland, one of rivals, has, it is true, dared him to join a dangerous game, but, as Jim risks his life in trying to save the other, it is most unlikely that any of his schoolfellows would think him other than a hero. He fancies they avoid him, and this, with the pressure of home troubles, makes him morbid, and he begins to take to bad companions. The shock of being nearly run in as a thief and the constant friendship of one of his old chums bring him round. Dick Boden is a bright, amusing boy and well described.

The Castle of the White Flag. By E. EVERETT GREEN. (Price 5s.)—This is a story of the Franco-German War. The circumstances under which the inhabitants of the Castle of the White Flag come to play such a useful part are somewhat peculiar. There are two large families of cousins, one with a French, the other with a German, mother, the fathers being English. They are all brought up together, and we must confess to getting a little "mixed" as to which is which—they all speak, indifferently, English, French, or German, and, their parents being conveniently packed off to America, they come with a maiden aunt for a year's holiday to an old castle in Alsace. French and German soldier cousins come to see them before war had been declared, and we get some good studies of the different nationalities in the way the young soldiers look on the prospects of it. The castle is not far from Haguenau, and when hostilities break out all the young folk are wild to remain and see what goes on. The castle is arranged as a hospital, several of the boys go off and attach themselves to one side or the other, the aunt taking it all very philosophically and setting herself and her nieces to nurse the wounded who soon pour in on them. There are graphic descriptions of Wissembourg, Wörth, and smaller engagements, and striking contrasts given of the preparedness of Prussia and the disorganized state of the French Army.

The House on the Moor. By HAROLD AVERY. (Price 1s.)—A story of the Nemesis that pursues a careless and not too truthful schoolboy, who forgets to post an important letter, then misses his train and is driven with three schoolfellows to pass the night in a deserted house; this part is quite pleasantly "creepy." The little plot is nicely worked out, but the warders would surely have effected an entrance and searched such a likely hiding place.

Dorothy's Difficulties. By M. C. CORDUE. (Price 1s. 6d.)—Children will be amused by the games, bickerings, and inventions of Dorothy and her younger sisters and brothers, and will probably rejoice that she does not overcome her difficulties till near the end of the story. Curiously enough in the second story (there are two in the book) there is another Dorothy who gets into mischief, edits papers, is foremost in games, and has a governess she dislikes, and, oddest of all, there is another old woman who, having lost her front teeth, has substituted "a bar of ivory." The first effort seems to have quite exhausted the author's inventive powers.

Won in Warfare. By CHARLES R. KENYON. (Price 2s. 6d.)—The hero is a young lieutenant in the Virginian Militia at the beginning of the struggle between the American States and England. He is sent with despatches to a frontier fort in Eastern Tennessee, helps to repel an Indian attack, and falls in love with the daughter of a noted frontiersman. The lovers are separated for many a day, and both pass through dangers enough and to spare before they are re-united. Boon, Kenton, and Mansker all come into the story, with several well known Indian chiefs. There are some good descriptions of escapes and captures, and of the disastrous battle of King's Mountain, where Ferguson's force was defeated by the backwoodsmen under Campbell, Sevier, and others.

(1) *Our Dogs.* (Price 2s., linen, untearable.) (2) *The Book of Horses.* (Price 1s.) (3) *The Doll's House.* (Price 6d.) (4) *A B C of Games and Toys.* (Price 6d.) (5) *Crackers.* (Price 3d.) (6) *Bible Stories.* (Price 3d.)—These are brightly coloured picture books which would attract small folk. The titles of the first four explain themselves. "Crackers" contains nursery rimes with some pretty illustrations, and the last book has five simple stories from the Bible, with a full-page coloured picture to each.

A. & C. BLACK.

Tales of St. Austin's.—By P. G. WODEHOUSE. (Price 3s. 6d.)—These tales, with one exception, have already appeared in school magazines. Yet their reappearance in a collected form is welcome. They do not contain any very profound reflections, and the morals are not obtrusive; but they are, many of them, very entertaining and afford a pleasant means of whiling away an idle hour or two. We are disposed to think that "A Shocking Affair," instead of being a failure, is superior to "The Tabby Terror," "Harrison's Slight Error," and "L'Affaire Uncle John," though there is something attractive in the condensed expressiveness of the telegram and letter terminating the Venables correspondence.

CASSELL.

Cassell's Magazine. Yearly volume. (Price 8s.)—This volume is excellent as to print and general get-up, and a glance down the list of contributors gives certainty of interest and amusement. Quiller-Couch's "The Adventures of Harry Revel" is a mine of unexpected incidents and ingenious turns of fortune. Max Pemberton and Headon Hill also contribute serial stories of an exciting character, and many well

known authors are represented by shorter tales. Besides these there are illustrated interviews and descriptions of people and places of interest at home and abroad, of sports, games, and curiosities of all sorts. The four Rembrandt photogravure plates are a valuable addition to the numerous illustrations.

Bo-Peep. (Price: picture boards, 2s. 6d.; cloth, 3s. 6d.)—A collection of verses and stories for quite small children, with numerous illustrations both in colours and black and white. There are some also which seem a curious mixture of the two, and these are hardly so successful. Now and again there are pages printed in red by way of a change. The print is very clear and good.

(1) *How to get up a Children's Play.* By MAGGIE BROWNE. (2) *Rumpelstiltzkin and Dummling.* By MIRANDA HILL. (3) *Cinderella.* By MIRANDA HILL. (Price 6d. each. Cassell.)—These little sixpenny books, issued in a series called "The Little Folks' Plays," will be acceptable in schoolrooms where the children are fond of acting. In addition to the general directions for costume and stage management given in the introductory number there are special hints for the staging of each play, of which an acting version is given in the other numbers. Good illustrations are also put in helpfully, and we congratulate the young actors and actresses who are lucky enough to come by the booklets in time for their New Year's parties.

Cassell's Saturday Journal, Yearly volume (price 7s. 6d.), contains a most varied feast for its readers; there are serial stories by Blondelle Burton and Frank Barrett, which are exciting if a bit melodramatic, and short stories and anecdotes innumerable. George Sims contributes "Pen Pictures" which take us into some curiously diverse places—criminal lunatic asylums, London slums, seaside winter resorts, the foot of Mont Blanc, the Morgue, &c. Other special series are "Strangers within our Gates"—stories of foreigners in England, and "Romances told in Holiday Land," which contains some startling incidents. These, with interviews, scraps of information on well known people and places, poetry and puzzles, make up the handsome red-bound volume before us. There are numerous illustrations of a comic character, and some large sized tinted views of places.

MELROSE.

(1) *Teens;* (2) *Girls together.* By LOUISE MACK. (Price 3s. 6d. each.)—These are stories of Australian school-girl life, and carry on the same characters. They are harmless, but the talk, of which there is a great deal, and the jokes are singularly feeble. The grown-up people sometimes vie with the girls in silliness. In "Teens" the head mistress is on the point of expelling a girl because she is found with Black's "The Beautiful Wretch" in school. The head mistress does not know the story or the author, but is so shocked at the title that she sends for the girl's father at once. Later on the same girl's mother lets her talk to a friend the whole night through till the milkman comes in the morning, because the girls are to be parted for awhile. The illustrations are poor, those in "Girls together" are the better, but in the frontispiece "Bert" looks much more like a girl than a boy.

METHUEN.

Mr. Barberry's General Shop. By ROGER ASHTON. (Price 2s. 6d.)—This is one of the charming little "Blue Books" series, and is a readable and amusing story if we once get over the extreme improbability of the shop being handed over to the care of Phœbe and Colin. The latter must considerably have reduced the profits by consuming much larger quantities of figs, dates, and prunes than Phœbe's extra twopence could have paid for.

WELLS GARDNER, DARTON, & CO.

Uncle Philip. By STELLA AUSTIN. (Price 2s. 6d.)—This seems to be intended as a warning against the impiety of people who support the movement for woman's suffrage. Certainly the silly girl of fifteen who stands up, as she thinks, for the rights of her sex by doing several foolish things, is not likely to make many converts, but when Uncle Philip gravely states that the question of women's rights is incompatible with Christianity he appears to be no wiser than his niece.

Kenneth's Children. By STELLA AUSTIN. (Price 2s.)—This story has reached its third edition. The fairy tale told by Kenneth is pretty and quaint, and the dogs are excellently described.

Bert's Holiday. By JANIE BROCKMAN. (Price 1s.)—Children will be amused by this story of a summer holiday, and the games and scrapes of the four children. There are a good many Americanisms, and we get a little tired of Eva's screaming and stamping.

The Constable's Stories. By FLORA SCHMALZ. (Price 1s.)—The stories are varied enough, considering they are all experiences of a country policeman. The constable himself seems to be almost too good for this world, and under his sympathetic treatment many of the rogues turn to honesty.

The Black Polyanthus and *Widow Maclean.* By JEAN INGELOW. (Price 1s.)—The first shows to what lengths unfairness and prejudice may go even in the small world of a small girls' school, though one would hope that few girls would be quite as hardhearted as these. The next gives a lesson of charity, and some of the characters are good—the end, however, makes it unsuitable for children.

BLACKIE.

Dick Chester. By G. J. WHITHAM. (Price 2s.)—A brightly written story of how Dent Castle was held for King Charles, and the after fortunes of its small captain, Dick Chester. These are varied, for, after being half starved and ill treated as the drudge of a country inn, he falls into the hands of a young and beautiful lady, who makes much of him. Dick is a nice boy, and the reader will be glad to leave him as happy as the day is long.

(1) *Barchester Towers.* By ANTHONY TROLLOPE. Illustrated L. LESLIE BROOKE. (2) *John Halifax, Gentleman.* By DINAH MULOCK CRAIK. Illustrated by JOHN H. BACON. (Price 2s. 6d. each.)—These volumes are prettily bound in red cloth, the print is clear, and the books are light to hold. They have each six illustrations. Those in "Barchester Towers" are very good; the others leave something to be desired.

S.P.C.K.

A Step in the Dark. By CATHERINE E. MALLANDAINE.—A well written story with some good characters in it, though we scarcely think that Rachel would have acted quite as she did. Even if she were estranged from her husband, she could not consider it best for him to be deserted by his wife. The story would have been more effective if Lydia had not been made quite so aggressive and spiteful. As it was, Rachel would surely have disbelieved any statement that came from her. However, in the end the step in the dark turns out happily for all.

SWAN SONNENSCHEIN & CO.

Christina. By EMILY UNDERDOWN. (Price 6s.)—The scene is laid in Siena at the time when Conradin, the last of the Hohenstaufens, made his ill-fated attempt to regain the crown of the two Sicilies. Christina is a Florentine maiden, but, her father having received his death wound at Montaperto, she was adopted by Salvani, a leader among the Sienese Ghibellines. The time and place lend themselves to picturesque descriptions. The author has founded some of the characters on the mention of them in Dante's "Purgatorio," and other characters and incidents are historical. Christina and her love story are the threads that connect all together. The girl is a curious mixture of submission and restiveness, and Sapia, whom she had always distrusted, would hardly have found her so credulous. Pettignano's prophecy is rather absurd, and so is the scene on the frigate where Vinea seems to think that the Frangipani will at once accept his statement that he is merely a Sicilian gentleman and Conradin his servant. There are four effective illustrations by A. Twidle.

Mother Goose's Nursery Rhymes. Illustrated by MABEL CHADBURNE. (Price 5s. Dent & Co.)—This is a charming edition of the oldest and best known nursery rimes and riddles, with very clever illustrations—all the better for not being too clever to be also pretty and attractive to children. The book is, indeed, perfect of its kind—well got up, and yet not too sumptuous; solid, without being too heavy for small hands to hold. We apologize for not having noticed it before Christmas Day, but our regret is the less in that we can commend it heartily for all-the-year-round giving. It is really an ideal collection of good nursery nonsense in rime, and should find a place on the shelf of every self-respecting household.

Two Tramps. By AMY LE FEUVRE. (Price 2s. Hodder & Stoughton.)—The two tramps of this original and pleasant story are an uncle and nephew who wander in the West Country in search of health for the younger of the two. Rollo is a little boy with a gift of naïve talk, by means of which he makes friends with all sorts of people. A spoilt little girl running away from her grandfather, a real gypsy boy, an assortment of cottagers, and a grumpy rich man in a bath-chair are among the *dramatis personæ* of the wandering plot. A vein of religious sentiment runs through the story, and both Uncle Lionel and Nephew Rollo have their definite message for the reader.

Professor Philanderpan. By G. E. FARROW. With over fifty Illustrations by ALAN WRIGHT. (Price 5s. C. A. Pearson.)—In "Professor Philanderpan" Mr. Farrow leaves his beloved Wallypug behind, and carries his readers on a quest of adventures by a forbidden lane that leads ultimately to Arcadia. Vegetable Lambs, Barnacle Geese, the Pegasus, the Chimera, Miss Minerva, Mercury the District Messenger all put in an appearance. And there are, besides, ordinary human children, called Hugh and Aileen, to be astonished by the strange things that happen. One wonders at the ingenuity of invention, and one admires the cleverness of the illustrations. But one is tempted to ask: What is the good of it all?

Alexander in the Ark. By FRANCIS RUSSELL BURROW. Illustrated by EDITH HOPE. (Price 5s. C. A. Pearson.)—The same question is fairly raised by "Alexander in the Ark," a sort of nursery *fantasia*, in which a little boy falls asleep in a chair by the nursery fire and dreams that he is in his own Noah's Ark, and that all its inhabitants are very much alive. He has good fun until he is chased by a panther. This awakens him, and he finds his nurse and tea waiting for him.

Wanderer and King. By O. V. CAINE. (Price 6s. Nisbet.)—A story of the hairbreadth escapes of Charles II. after the battle of

Worcester. The characters are well drawn and the shifts and devices to conceal the King ingeniously devised. By means of a young Virginian, who bears a strong resemblance to the King, he is more than once saved from the traps set for him. With so many reasons for distrusting plausible strangers, it is hardly likely that Latour would so easily have won the King's confidence, but his plots and their final defeat add greatly to the excitement of the story.

(1) *The Grump;* (2) *Miss Bounce;* (3) *The Rubbish Alphabet.* Text by S. C. WOODHOUSE; pictures by GERALD SICHEL. (Price 1s. each net. Sonnenschein.)—Three neat little volumes with some fun in pictures and text. We doubt, however, how far the grotesque and ugly should find a place in children's books. They are not the necessary accompaniments of fun. And, though it may show a lack of humour on our part, when Miss Bounce calls her governess "a snorky old cat," like "His Majesty the King" we "are not o-mused."

"Red Letter Library."—(1) *The Four Georges*; (2) *Essays of Elia.* (Price 1s. 6d. each. Blackie.)—These two neat little volumes have the advantages of lightness and fair sized print, which, however, sometimes shows through the paper. To "The Four Georges" are prefixed a few pages summing up Thackeray's characteristics as humourist and satirist, and refuting that charge of cynicism "common against all satirists." To say that this preface is by Mr. Meredith is to give sufficient assurance how well worth the reading it is. Mr. Augustine Birrell introduces the reader with a pleasant geniality to the "Elia" Essays—not as strangers, but rather as old friends. As he says: "There are many editions of 'Elia,' but the more there are the merrier we shall be."

Alice in Wonderland and *Through the Looking Glass.* The Little Folks' Edition. Price 1s. 6d. each. Macmillan.)—A pretty little edition, adapted for small children, with Tenniel's illustrations, coloured. In themselves they will prove most attractive. We only hope they will not spoil the later reading of the complete and ever delightful books.

Boys of Our Empire. Vol. III. (Price 7s. 6d. Melrose.)—A handsome volume of over a thousand pages. Good serial stories by R. Leighton, Harold Avery, Mackie, &c., with a crowd of shorter stories, papers on the champions in various sports, and distinguished men in many professions; puzzles, competitions, answers to correspondents, and striking paragraphs from the world's press, offer plenty of attraction to any boy. There are numberless black and white illustrations, and some tinted and coloured plates.

UNIVERSITIES AND SCHOOLS.

BEDFORD COLLEGE FOR WOMEN.

The following students have obtained degrees in Arts and Science, 1903:—B.A. Honours: M. A. Bretherton, First Class; R. Bradshaw, Third Class Classics; J. W. Drury, Second Class Classics; L. E. Farrer, First Class French and Second Class German; G. E. C. Turner. Second Class Classics; K. M. McDonnell recommended for a pass, B.A. pass: First Division: W. M. Bidwell, W. G. Chinneck, E. M. Dale, K. M. Goffin, F. E. Lowes; Second Division: H. F. Fleming, M. Fox, W. M. Taylor B.Sc.: Internal Degree: A. M. Cooke, E. Canter, M. Glennie; External Degree: I. Whitworth, M. S. Helm, A. M. Wright.

Miss F. Lovibond, a former student, has been appointed Woman Sanitary Inspector to the Borough of Holborn. Miss Margaret Gilliland, M.A., former student of the Bedford College Training Department, has been appointed Head Mistress of the Aske's School, Acton.

OXFORD.

Research.

The recent discussion carried on by various Oxford men in the *Times* with regard to the general subject of the encouragement of research has led to the second step—namely, the formal raising of the question in Oxford. A meeting was held in the Schools on December 4 to consider mainly two proposals: first, to establish a system of Diplomas for the encouragement of special "research" work in various subjects; and secondly, to restrict the present Honour Course to three years from matriculation, with the aim of enabling men to devote their fourth year of Oxford residence to this advanced work.

Two wholly distinct causes have combined to bring these questions to the front. First, there has been for many years past, here as elsewhere, a growing sense of the need for encouraging in every way the competent student to undertake something like original investigation in the study he adopts. This feeling took shape nine years ago in the research degrees of B.Litt. and B.Sc., then established, followed, a few years later, by the Doctorates in the same faculties. Secondly, the opening of the Home and Foreign Civil Service, by one examination which could be taken in the third year, has, as your readers are well aware, profoundly affected the old Universities, and particularly Oxford. It cut across the four years' course by tempting many of the able men to secure their appointment in the third year of their Oxford residence, or, if they deferred it to the fourth year, to begin some of their subjects for the Civil Service examination while undergraduates, at the risk of damaging their performance in the Schools. This forced on us the consideration of reducing the Honour Course to three years (as it is optionally at Cambridge); and, though no solution has been found, the question has been simmering ever since.

The meeting on December 4 might seem to the outsider both poorly attended and inconclusive, since there were present only seventy out of the four hundred resident Masters of Arts, and both resolutions were negatived. But this view would be a mistake. The question is infinitely complicated: the meeting (a week before the end of term) was, considering the pressure of engagements at that time, a strong one; the speeches were full of interest; and, above all, the whole matter is only in its first stage. A beginning had to be made; it is only by testing the feeling, and the form and strength of the resistance to changes, that changes can successfully be made. The discussion will be renewed early next term, when further progress may be looked for in what is probably only an indispensable preliminary to a solution.

Training of Elementary Teachers.

The annual report of the Delegacy for the Training of Elementary Teachers is most satisfactory in every respect except for the fact that the numbers still remain far smaller than was hoped for at first. There are twenty-one students, of whom nineteen have been reading for Honours, and two for the pass degree. Of the seven who entered for their Final Examination in the past year two obtained First Classes, three Seconds, and two Thirds. The inspector warmly commends the excellent work which the Training College is doing, and the ability and diligence of the master of method.

The success of these students in the Honour Schools has been notable from the first. Out of seventy-two students admitted in the last ten years twenty-nine have graduated in Honours, including four First and fifteen Second Classes. It is true that they are picked men; but, considering the difficulties they have had to surmount and the fact that their academic studies have been necessarily combined with professional training, the result may be truly called astonishing.

The following announcements have appeared:—

Appointments: to be Governor of University College, Sheffield, Mr. C. H. Firth (All Souls'); Governor of Eton, Prof. Miers (Magdalen); Governor of Newcastle Grammar School, Mr. Hodgkin, Hon. D.C.L.; to serve on Advisory Board of Military Education, Principal of Brasenose; to serve on Council of the Association for Education of Women, the President of Magdalen; to be Curator of the Taylorian, P. F. Willet (Hon. Fellow Exeter); to be Taylorian Teacher, C. F. Coscia, Hon. M.A. Board of Studies of Modern Languages: Members elected (by Congregation): H. A. L. Fisher (New), President of Magdalen, E. Armstrong (Queen's), P. E. Matheson (New), H. T. Gerrans (Worcester), W. P. Ker (All Souls'). Select Preachers: Dean of Christ Church, Rev. H. J. Bidder (St. John's), Rev. J. M. Wilson (Archdeacon of Manchester), Rev. H. L. Paget (Christ Church), Rev. B. R. Wilson (Keble). Prof. Sanday (Christ Church) to be Chaplain in Ordinary to His Majesty; to be Professor (Corpus) of Jurisprudence, P. Vinogradoff, D.C.L.; to represent Royal Geographical Society on the Committee of the School of Geography, Major L. Darwin, R.E.; to be Canon of Hereford, Canon Capes (formerly of Hertford).

Degrees: D.C.L. by Diploma, His Majesty the King of Italy; D.D. *honoris causa*, Rev. W. J. F. Robberds (Keble), Bishop elect of Brechin; D.C.L. *honoris causa*, H. Wilde, F.R.S., founder of the Wilde Readership of Psychology; M.A. *honoris causa*, J. J. Manley, Curator of the Daubeny Laboratory (Magdalen).

University Scholarships.—Senior Kennicott: Rev. F. A. Ingle, B.A. (St. John's). Ireland: W. Phelps (Balliol). Cravens: C. C. Martindale (Pope's Hall), B. E. R. Turner (Balliol), E. A. Burroughs (Balliol), W. A. Green (Christ Church), C. T. H. Walker (Corpus Christi); *distinguished*, A. C. Brown (New), A. H. Sidgwick (Balliol), C. L. K. Peel (Balliol).

The deaths have been announced of the following:—Rev. T. H. Stokoe, formerly Scholar of Lincoln, Rector of Waddington; Right Rev. C. W. Sandford, formerly Censor of Christ Church, Bishop of Gibraltar.

The following special lectures have been given:—Prof. Ellis (Corpus Christi) on "The Correspondence of Fronto and Marcus Aurelius" (December 3); Prof. Bradley (Balliol) on "The Sublime" (December 3); Prof. Wooldridge (Fine Art) on "The Theodore Graf Collection of Græco-Egyptian Funereal Portraits" (December 2).

CAMBRIDGE.

An attempt was made by Dr. McTaggart, and others who habitually vote *non-placet*, to reject the proposals of the General Board for the better organization of the School of Geography. The case was submitted to the Senate on its merits, no fly-sheet polemics were indulged in, and as a result the proposals were handsomely carried by 68 votes to 28. Next term will see the first results of the new departure.

The Senate has decided that the Second Part of the new Economics Tripos shall be open to "advanced students," who must attain therein the standard of a first class, as a qualification for the B.A. degree.

Dr. Homolle, Director of the French School at Athens, delivered a brilliant lecture on the Excavations at Delphi on December 4. The lecture was given in the Senate House, under the presidency of Sir Richard Jebb.

The trustees under the will of Miss R. F. Squire have offered to the University a sum of £5,000 Consols for the endowment of further Law Scholarships in the University. The offer has been gratefully accepted by the Senate.

The Highest Grade Schools Syndicate have examined or inspected 100 boys' schools and 92 girls' schools during the year, an increase of 5 on last year's figures. In the examination for Higher Certificates 1,074 out of 2,140 candidates were successful; 575 out of 1,131 candidates gained Lower Certificates.

The Mathematical Pass Examinations Syndicate, having remodelled the "Previous," now report on the "Additional Subjects" and the "General." They propose changes in Algebra, Mechanics, and Trigonometry, which are intended to encourage a more practical study of these subjects. Candidates will in future have to provide themselves with graduated rulers, set squares, protractors, compasses, and hard pencils. The first examinations under the new conditions will be held in 1905.

An interesting ceremony took place at Magdalene College on December 10. The Vice-Chancellor went "in state" from the Senate House, accompanied by many members of the Senate, to present to the Rev. Lord Braybrooke the congratulations of the University on his fifty years' tenure of the Mastership of the College. A stately Latin address bearing the corporate seal of the University was read by the Vice-Chancellor, and the venerable Master replied, also in Latin. "Honore tam insigni quam inopinato immo etiam pro meritis, quantulacunque fuerint, majore indignus esse videor," he said, and recalled instances, such as those of the Masters of Peterhouse (Barnes) and Jesus (Corrie), and the Professors of Botany (Martyn), Geology (Sedgwick), and Mathematics (Stokes), where a longer term of office even than his own was on record. "Vivet, amici, in me dum vivam vestræ benignitatis memoria; vivet postea in domo, in Collegio, superstes."

The success of "The Birds" is attested by the figures issued by Mr. J. W. Clark. At the six performances this term 5,056 persons were present; the five performances given in 1883 were attended by 2,704 persons.

The following elections and appointments are announced:—Mr. W. Chawner, Master of Emmanuel, to be an elector to the Sadlerian Professorship; W. K. L. Clarke, Jesus, and E. A. Edghill, King's (Bachelors), C. J. Smith, Pembroke, and H. H. Williams, Christ's (undergraduates), to be Carus Greek Testament Prizemen; W. K. L. Smith, Jesus, C. W. Mitchell, Emmanuel, and C. J. Smith, Pembroke, to be Jeremie (Septuagint) Prizemen; the Rev. W. E. Collins, D.D., Selwyn, to be Bishop-designate of Gibraltar; Prof. J. A. Ewing, F.R.S., and Prof. Karl Pearson, F.R.S., to be Honorary Fellows of King's College; Mr. W. H. Young, Peterhouse, to be Doctor of Science; Mr. F C. Burkitt, Trinity, to be University Lecturer in Palæography; Mr. G. W. Rowntree, Clare, to be Seatonian Prizeman (Sacred Poetry); P. E. Marrack, Trinity, to be Sheepshanks Astronomical Exhibitioner; Mr. H. F. Newall, Trinity, to be Assistant Director of the Observatory; E. A. Edghill, King's, and H. G. Wood, Jesus, to be Crosse Scholars (Theology); J. W. Wiles, non-collegiate, to be Clothworkers' Exhibitioner; Prof. J. S. Nicholson, D.Sc., to be Gilbey Lecturer on the History and Economics of Agriculture; D. G. Taylor, St. John's, to be Adams Memorial Prizeman in Mathematics; J. O. Watts, Westminster College, to be a Fellow of the University of Durham; the Rev. W. T. A. Barber, of the Leys, to be a Doctor of Divinity in the University of Dublin; Mr. N. McLean, Christ's, to be University Lecturer in Aramaic; Mr. A. P. Goudy, to be Teacher of Russian; Halil Halid Efendi to be Teacher of Turkish; R. Burrows, Trinity Hall, M. Lâl, St. John's, C. B. L. Tennyson, King's, G. C. Rankin, Trinity, and R. A. Chadwick, St. John's, to be Whewell Scholars (International Law).

WALES.

Report of Chief Inspector.

The Chief Inspector in his report calls the attention of the Local Education Authorities to the financial position of the schools, declaring that, if the schools are to accomplish all that is expected of them, it is essential that the maintenance funds should be increased. He estimates the additional sum necessary at £40,000 per annum. To prevent the money being frittered away on elementary work, he suggests a progressive grant on attendance: for example, £1, £3, £6, £10, £15, calculated on the attendance of the pupils in the first, second, third, fourth, fifth, and subsequent years. He points out that many of the suggestions for improvements which he has made at county and local conferences depend on increased financial resources for their fulfilment; further, that the demand for education of a more practical character, which has induced the Central Welsh Board to establish commercial and technical certificates, must lead to a large number of divisions in the upper part of the schools, and consequent increase in expenditure. He considers that Local Education Authorities in allocating additional funds would be justified in imposing conditions and requiring schemes of study.

Homogeneity of Welsh Intermediate Schools.

The chief objection urged against the Welsh Intermediate system is that the schools are all cast in one mould. The Chief Inspector's remarks on this are all very much to the point. After showing that the funds of the schools are inadequate in many cases even to give a sound general education, he reminds Welsh educationists that it is absolutely within the power of the Local Governing Body (subject to the provisions of the County Scheme) to determine the type and character of the school. "It is true that a Central or County Authority may influence the curriculum of a school to some extent. The Central Authority in the exercise of their functions may inquire whether sufficient time is assigned to a subject to justify any hopes of success; they may criticize methods that are educationally unsound, they must reserve control over questions of standard, if the certificates they award are to have any public value; but the type and character of a school are to be determined by the Local Governing Body. It must be admitted, however, that too little use has been made of this power by Local Governing Bodies, and until the important power which has hitherto lain dormant is actively used the proper differentiation of schools will make but little progress. Under the schemes this differentiation should proceed from the districts and should not be induced from without. Under a system of alternative schemes, which is a special feature of the Welsh system, such freedom of initiative is reserved to the school authorities as is not to be met with under any other system." As a beginning to the matter of differentiation he suggests that "in those districts in which secondary schools appear to be too near each other some arrangements might be arrived at by which the curriculum of one school might be supplemented by that of another school." At the same time he is careful to explain that by "differentiation" he does not mean "grading." He hopes that all schools doing the highest work in any great department recognized in places of higher education will be considered strictly on a level.

New Joint Board.

Discussion on the proposed new Joint Board of the Welsh County Councils is in abeyance for the present. There will be very great difficulty over the financial arrangements, and many Welsh educationists go so far as to say that the scheme may be wrecked on this rock. It is, at any rate, safe to predict that it will take a considerable time to bring the Welsh County Councils into agreement as to their contributions towards the requisite funds.

The departure of Mr. Percy E. Watkins, who has been appointed Chief Clerk to the West Riding County Education Committee, will be a serious loss to the Central Welsh Board. He has performed his duties in a truly admirable manner, and the Board will find it difficult to replace him.

The Pontypridd County School Cadet Corps, the only one established in connexion with the Welsh Intermediate system, has been resurrected. The War Office has repented of its action in doing it to death last spring, and the revivified corps will be attached, as before, to the Submarine Miners.

Llandovery College Enlargement.

The new buildings opened at Llandovery College on November 24 cost £10,000, and comprise a fine new dining hall, over 70 feet long by 28 feet in width, four new class rooms, six new dormitories, and several new rooms connected with the commissariat department. Though the youngest of the endowed schools of Wales, it is the largest in point of numbers, and its success is great and increasing. It was at one time thought that the establishment of the three University Colleges of Wales, followed by the building of ninety-five county schools, would injure the school; but this has not been the case. Llandovery attracts a class of boys who would otherwise go to the English public schools, and it is very satisfactory to find Llandovery more than holding its own among its rivals. The present Warden, the Rev. W. W. Poole Hughes, M.A., need not fear comparison with his distinguished predecessors, Archdeacon Williams, Dr. James, Dean Phillips, William Watkins, Dean Edwards, the Bishop of St. Asaph, the Bishop of St. David's, and Archdeacon Owen Evans.

Swansea Conference.

The Conference of Primary and Secondary Teachers of South Wales, held at Swansea on November 28, was a thorough success, and is bound to have very beneficial results. The question of the "Assimilation of Curriculum" was discussed by Mr. D. J. Seer, Aberystwyth, who advocated the simplification of the curriculum of the elementary school. Mr. T. W. Phillips, Newport Intermediate School, read a masterly paper on "Consultative Committees." The Education Committees, he

(*Continued on page 52.*)

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said, will have at their disposal the services of their directors and inspectors, who, however, do not necessarily represent the last achievement in educational experience. This is a special and individual experience which is the unique possession of actual teachers, and it would be of enormous advantage to the Local Authorities if they made use of this experience. In getting at this experience it is important that not the opinion of "a teacher," but the opinion of "teachers," should be obtained, and such opinion of "teachers" can be obtained only by the establishment of Consultative Committees. These should have representatives of all sections of education, and all educational questions should be referred to them before being decided by the Education Committees. The Consultative Committees, too, should be granted a power of initiative, and should be encouraged to send up representations and recommendations to the Education Committees. It would be well if the Consultative Committees were represented on the Education Committees by one or more members, with the privilege of speaking, but not of voting. It was decided to draft resolutions embodying Mr. Phillips's views for transmission to the Welsh Educational Authorities. Mr. R. W. Jones, Lewis School, Pengam, read a paper on "Entrance Scholarships," the solid common sense of which secured the adhesion of all the audience to the principles it laid down. Mr. W. C. Jenkins, Swansea, dealt with the question of the Teachers' Register in a somewhat *flamboyant* manner, after which the members of the Conference were entertained by the Mayor of Swansea, whose generous hospitality is beginning to make Welsh educationists look to that town as the ideal place for their conferences.

Speech Days.

A very large number of the county schools of Wales held their speech days during the month of December, and many distinguished men delivered speeches at them. Perhaps the most interesting was the speech delivered by Prof. Henry Jones at Carnarvon County School. Becoming reminiscent, he said that fifteen years ago he remembered being one of a small number of educationists gathered at Mr. A. H. D. Acland's house at Clynnog, immediately after the passing of the Welsh Intermediate Education Act. Mr. Acland himself was present, as were also Mr. Cadwaladr Davis, the late Mr. Thomas Ellis, the late Mr. R. A. Jones, and two or three more. The only evidence at that time of the existence of intermediate education in Wales, with the exception of the old grammar schools, was a map of Wales with pins stuck in every centre or town where the company thought a school ought to be planted. That was the ideal scheme, and in that way they had mapped out eighty schools, and there was not a man among them who did not regard the scheme as too good to be carried out. Now there were ninety-five schools in the country. Prof. Jones did not proceed to point out, as he might have done, that in some parts of Wales county schools were planted so thick that there is but little hope of their ever becoming really efficient, and it would have been well, too, if he had warned the new Education Authorities against yielding to the temptation, to which they will undoubtedly be subjected, of building more small and unnecessary schools before devoting enough of the secondary education funds which they have at their disposal to enabling the existing county schools to meet the many demands made upon them. At present, owing to lack of funds, there are few, if any, county schools which can be said to do so thoroughly. A feature of many speeches made at the speech days was the prominence given to the Civil Service as an opening for Welsh boys. There can be no doubt that the Civil Service has hitherto been unduly neglected in Wales. A word, too, must be said about the enterprise of the Abergele County School in producing a complete Welsh historical play, "Caractacus," the work of Mr. Beriah G. Evans, a well known Welsh *littérateur*, with Mr. J. T. Rees as musical composer. An enthusiastic reporter says that the acting was "magnificent," and that there "had never been seen outside London anything to surpass the beauty of the scenic effects!"

Education Authorities and the Church.

The appearance in Carnarvon of the Bishop of St. Asaph on the same platform as Mr. Lloyd George to advocate the claims of the building fund of the University College of North Wales has been the subject of much comment. Apocalyptic visions, however, of a Wales united in educational effort are discouraged by the reflection that Welsh Churchmen and Conservatives are being almost entirely excluded from the Education Authorities, and that, if the proposed Joint Board is established, its promoters will do their utmost to prevent any Welshmen who are not Nonconformists and Nationalist Home Rulers from having seats upon it, to say nothing of the no-rate-to-voluntary-schools agitation. The present policy of those who are predominant in Welsh politics will undo most of the unifying effect of the County Governing Bodies, the University Court, and the Central Welsh Board, where Welshmen of all shades of opinion on matters theological and political have learned to respect one another and to co-operate in promoting the educational welfare of Wales.

School of Forestry.

The question of a Welsh School of Forestry has been revived by Mr. Edward Robinson, a member of the Pembroke County Council, at whose instance a conference of representatives of the County Councils of Wales was held at Haverfordwest. Unfortunately, the representatives of only four counties actually attended. Mr. Robinson pointed out that there were a million acres of waste land in Wales suitable and available for afforestation, and advocated the establishment of a school of forestry, for which he considered an initial outlay of from £5,000 to £8,000 would be necessary, and an annual grant of about £100 from each of the County Councils for eight or ten years. He urged that the Government be appealed to for an advance to help in planting. Lord Onslow has since then extinguished all hope of Government aid, and, if the project is to come to anything, it must be taken in hand by the Welsh County Councils. At present these seem lukewarm, to say the least of it.

Directors and their Salaries.

Mr. J. C. Davies, Head Master of the Holywell County School, has been appointed Director of Education for the county of Denbighshire at a salary of £300. It is satisfactory to note that the Education Authorities of North Wales recognize that schoolmasters who have worked in Wales are competent to fill these posts. In this they differ from some of the Authorities of South Wales, who seem to think that teachers who have done good work in their own counties are thereby disqualified. Pembrokeshire is advertising for a director at £250. This is surely far too low a salary for the work expected. In Glamorgan some members of the County Council, judging from newspaper reports, show a tendency to blame their director for not producing exhaustive reports before he has had time to familiarize himself with a tithe of the questions on which he will have to advise. The majority of the Council, however, speedily put a stop to this unreasonable nonsense.

SCOTLAND.

THE Chancellor of Glasgow University, the Earl of Stair, K.T., died on December 3, at the age of eighty-four. He was appointed to be the official head of the University in 1884, and, although his position was one to which very few duties are attached, he showed his interest in the University in many ways. His name is one of old renown in Scottish law; but his own life was mainly that of a great and beneficent landowner. The appointment of his successor will be made by the General Council in April. Various names are already being mentioned, including that of Lord Kelvin.

The idea of maintaining the interest of graduates in their Universities by means of annual or occasional "Commemoration Days" is gradually taking practical shape. Aberdeen University held successful Commemoration functions in 1901, Glasgow is at present considering the matter, and St. Andrews has resolved to hold its first Commemoration in March next.

Prof. Raleigh has submitted to the Glasgow University Court an important statement, urging the institution of a Chair or highly paid Lectureship in English Language, as distinct from English Literature. He dwelt on the large amount of work that has been recently done in the subject, especially by foreign scholars, and he pointed out that "the scientific study of our own language might with the greatest propriety be made the keystone of modern language study in the University." He referred also to the comparative neglect of the subject in the Universities of Great Britain, and to its importance in the proper training of English teachers for the schools.

A portrait of Mr. A. C. Bradley, formerly Professor of English Literature at Glasgow and now Professor of Poetry at Oxford, has been presented to Glasgow University by his former students. Prof. Bradley won the enthusiastic devotion of his Glasgow students during his eight years' tenure of the chair, and all who were associated with him in study or teaching will be glad to know that his connexion with the University has been fittingly commemorated.

Classical Association.

At the autumn meeting of the Classical Association of Scotland, which was held at Glasgow University on December 5, many things were said, some of them wise and some of them foolish. Prof. G. G. Ramsay's attack on the modern method of teaching geometry and on the "supplementary courses" of the Scotch Education Department was neither well informed nor judicious, and, if it is taken as representing the general opinion of the Association, it will alienate the sympathy of many people from it. On the other hand, there was a great deal of truth in Prof. Phillimore's contention that the real quarrel is not between classics and modern languages or science, but between those who believe in a liberal education on classical or modern lines and those whose ideal (expressed or unexpressed) is that all education should be purely practical or technical. "The ideals of both parties [the classical and the modern] are the same—literary and humane training, a subject treated according to its deserts and not according to its market. What I ask is that the modern language should grow up to the same standard of thoroughness and the same disciplinary effectiveness as the classics. My opinion is that the classicists must convince the public more thoroughly than they have done yet that they are not simply defending an old privileged position, that they are not fighting to keep out other subjects. The first line of defence must be that of a humane and liberal education."

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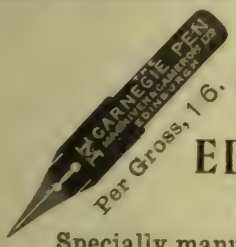
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IRELAND.

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No public information has yet been given as to the answer of the authorities of Trinity College, Dublin, to the proposals of the Government. During the past month they approached the head of the Irish Roman Catholic Church, Cardinal Logue, Archbishop of Armagh, to lay before him an offer to provide every facility for the religious instruction and supervision of Roman Catholic students in Trinity College, under the direction of the heads of their Church, including the erection of a Roman Catholic chapel within the walls on condition that the cost of its erection were provided. At the same time a similar offer was made to the Moderator of the General Assembly in regard to Presbyterian students. The latter replied, with much appreciation of the consideration of the Board, saying he would lay their letter before the General Assembly. Cardinal Logue replied in the briefest terms that he could not accept the offer. No other answer could be expected, as the bishops would not accept any solution as satisfying their demands that did not give the entire control of University education to the Church and supply a completely Catholic atmosphere.

Captain Taylor's Conference.

Captain Shawe Taylor has continued his well meant efforts to bring the discordant Irish educational elements together in a conference, but with little success. About the middle of December he published a list of the members of the conference, announcing that it would assemble early in the new year, and that the terms of reference were—(1) To secure an equitable settlement of the Irish University question; (2) to end sectarian animosity in Ireland. The list contained twelve names: six Roman Catholics—the Archbishop of Dublin, the Bishop of Limerick, the Archbishop of Tuam, Mr. T. Harrington, M.P., Lord Mayor of Dublin, Sir Henry Bellingham, and Mr. Nicholas Synnott—a fairly representative half dozen; and six Protestants—the Earl of Dunraven, the Earl of Mayo, Dr. Hamilton, President of Queen's College, Belfast, Prof. Dickey, Vice-President of Magee College, Mr. John Cooke, Trustee of Magee College, and Mr. D. Hyde—a list almost wholly unrepresentative. Trinity College is left out, and Dr. Hamilton and Prof. Dickey are the only members holding any position in education. However, during the week following the appearance of the list, one after another of most of those mentioned in it wrote to the papers saying they had given no authority for their names to appear, or had done so only on certain conditions, which had not been fulfilled, and declining to attend it. The Archbishop of Dublin, Mr. Synnott, Lord Dunraven, and Dr. Hamilton having thus written, Captain Taylor, nothing daunted, wrote pointing out that only one man on his list had absolutely refused to attend, and that the conference "stood by" till January, ready to meet then, "if necessary." It is to be feared that the conference is hopelessly discredited. Even if those on the list had all attended, the resolutions of such a conference would carry no weight. Probably the uncompromising attitude of the Roman Catholic Church, which will accept nothing but a University wholly under the direction of the Church and highly endowed out of public funds, and the equally firm attitude of those opposed to such a form of University supported by the State (which does not exist in any Roman Catholic country in the world), make leading men on both sides feel that any conference to try to reconcile such contradictories would be useless.

R.C. Graduates' Association.

An Association of Roman Catholic Graduates and Undergraduates is being formed for the purpose of pressing on Government the necessity of settling the University question, and of eliciting the views of Roman Catholic laymen. So far there appears to be a good deal of friction among those interested in it. It is to be regretted that University undergraduates should be admitted into the proposed Association, and it is also desired to admit medical students who are not University men at all. Such irresponsible and immature members, who would, if admitted, form a majority, will deprive the action of the Association of the weight and influence it might have.

Meantime little progress is being made towards putting an end to a state of things which is retarding seriously the progress of the country. Perhaps the chief difficulty is not only that, if the demands of the bishops were conceded, a kind of education would be established that would be of little use, but also that it is becoming more and more evident that the educated Catholic laity do not desire such a type of University.

A very influential committee has been formed for the purpose of establishing a memorial to the late Mr. Lecky, the historian and M.P. for Dublin University.

Tapless Memorial.

The Tapless Graduate Memorial which, through the hostility of the Board of Trinity College, and perhaps the mismanagement of the promoters, has taken eleven years to get into even a potential existence, is not yet out of trouble. Though an opening ceremony took place some time ago, the building is still unoccupied and unused. Subscribers are indignant at finding that they will have to pay additional sums in order to enjoy its privileges, and the two important College societies, the

(*Continued on page* 56.)

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Historical and Philosophical, are in open revolt because very inadequate accommodation has been assigned to them in the building by the Board. They have asked to be allowed to keep their present rooms, and threaten, if this be not granted, to remove outside the walls of the College, as the Historical did once before in its long and famous career. Guarantees were given to both the societies and the subscribers, so that they have just cause of complaint; but, like everything else in the College, the final authority in the regulations is the Board.

Mr. Culverwell's lectures on Education, which were very largely attended, stopped in the early part of December and will be resumed early in February.

Mr. Siddons, M.A., Fellow of Jesus College, Cambridge, and secretary of the Mathematical Association, invited by Alexandra College and some of the educational associations, will give a course of lectures on the Reformed Methods of teaching Mathematics from January 19 to 23 in Alexandra College.

SCHOOLS.

HAILEYBURY COLLEGE.—The following scholarships have been awarded to members of the school:—Senior Classical: C. Gidney, £40; R. Whitehorn, £40; T. Baillie, £30. Junior Classical: K. Digby, £50; A. Hughes, £24. Senior Modern: E. Clarke, £30; B. Bewley, £30. Entrance scholarships have been awarded as follows:—Classical (under fourteen): G. Waller (R. Lea, Esq., Nuneaton), £40; R. Nicolls (E. Parry, Esq., Stoke Poges), £30; R. Stafford (Rev. H. Waterfield, Temple Grove), £30; H. Potter (M. Honnywill, Esq., Tunbridge Wells), £24; A. Cook (H. Caldecott, Esq., Southsea), £24; K. Cruickshank (H. Caldecott, Esq., Southsea), £24. Modern (under fourteen): W. Bargon (A. Morrison, Esq., Gresford), £30; F. Taylor (G. Beechens, Esq., Littlehampton), £30; G. Richardson (Rev. F. Woodhouse, Surbiton), £30; F. Stony (R. Duckworth, Esq., Weston-super-Mare), £20; I. Dible (E. Lloyd, Esq., Winchfield), a master's nomination. Classical (under thirteen): H. Salmon (Rev. Dr. West, Eastbourne), £24. Modern (under thirteen): E. Rideout (N. Maclachlan, Esq., Largs, Ayrshire), £30; R. Dewing (Rev. M. Knowles, Southwold), £20. H. C. Gordon has gained a scholarship of £100 at Hertford College, Oxford; E. A. Harvey one of £80 at St. John's College, Oxford; and C. E. Woodhouse one of £40 at Pembroke College, Cambridge. The school has sustained a great loss in the death of W. E. Russell, who had served on the staff since 1878, and had been Bursar since 1890; and the school owes much to his devotion and activity. He died on Wednesday, November 11, after working up till the previous Sunday. The funeral was at Arnwell on November 14. The *Haileyburian* of December 7 contained memorial notices by the Master of Trinity, Cambridge, and others, of the Rev. James Robertson, Master of Haileybury 1884–90, who died at Whittlesford on October 19. A collection, "Compositions and Translations," by the late H. C. F. Mason, who was on the staff from 1883 to 1902, has just been published by the Cambridge University Press, with a memoir by R. C. Gilson, Esq., Head Master of King Edward VI.'s School, Birmingham.

MARLBOROUGH COLLEGE.—We have received the Bell Challenge Trophy, the parting gift of our late Head Master to the school. It is a bronze statuette representing St. Michael, designed by Mr. Roscoe Mullins, O.M. On the plinth are small shields for inscribing the name of each year's winning house. The competition will be determined by success in the school work of the year, "merit to be estimated by a scale of marks assigned to the different prizes, scholarships, &c., on the analogy of the mark-scale of the Pollock Shield Competition in Athletics at Wellington College."

MILL HILL SCHOOL.—On December 18 Mr. Bryce opened the Murray Scriptorium, a building erected on the site of the old Scriptorium, in which Dr. Murray, then a master in the school, began, in 1873, the composition of the great Oxford Dictionary. When Dr. Murray left, in 1886, he presented the building to be used as a reading-room. About a year ago it was partially destroyed by fire, and has now been rebuilt by the subscriptions of old pupils. A portrait of Dr. Murray, painted by Mr. F. S. Ogilvie, to be hung in the dining-hall, was at the same time unveiled. Mr. Bryce, in a happy speech, speculated on the feelings of Dr. Johnson could he learn that the great Dictionary of our day was being edited by a Scotsman and a Nonconformist, and yet financed and printed by the High Church and Tory University of Oxford.

PENARTH COUNTY SCHOOL FOR GIRLS.—The annual prize distribution took place on December 4. The prizes and certificates were distributed by Miss Clay, Head Mistress of the Queen's School, Chester. Owing to the unavoidable absence of Mr. Forrest, the Chairman of the Governors, the chair was taken by Mr. S. Thomas, who expressed the pleasure felt by the school in welcoming Miss Clay back to Penarth. In addition to the prizes given by the Governors of the school, a prize for botany was given by Mrs. Arnold, and for an English essay by Miss Carter. Mrs. Forrest gave twelve prizes for various subjects, and also gave a handsome silver challenge cup to the hockey teams of the school.

(*Continued on page* 58.)

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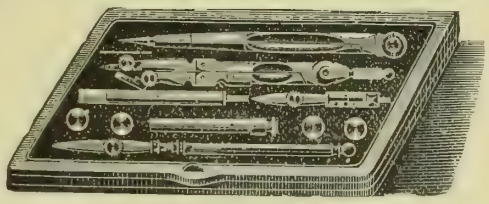
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ST. OLAVE'S GRAMMAR SCHOOL.—Recent successes are: F. W. Kolthammer and H. W. Ralph, Classical Exhibitions of £40 at King's College, Cambridge; F. C. G. Twinn, Classical Scholarship of £60 at St. John's College, Cambridge. J. W. C. Ellis, Classical Scholarship of £60 at Sidney Sussex College; J. Griffin, Science Scholarship of £40 at Trinity Hall; T. C. Lidgett, Classical Subsizarship of £30 at Emmanuel College. The dinner of the Elizabethan, or Old Boys', Club took place at the Trocadéro Restaurant on December 12. Prof. J. W. Ashley, of Birmingham, presided. The Christmas entertainment was given on December 18, and passed very successfully, with Mr. Newlyn in charge of the musical, and Mr. Pertwee in charge of the dramatic, portions of the programme. We broke up on the next morning.

SOUTHWELL, THE MINSTER GRAMMAR SCHOOL.—Mr. F. M. Stemton, B.A., has been appointed Lecturer in History at Keble College, Oxford. Prize day was December 8, the Chairman of the newly constituted governing body, the Lord Bishop of Southwell, presided, and distributed the prizes and certificates. After expressing his satisfaction with the report presented by the Head Master, the Bishop addressed the boys on the influence of memory and the importance of storing their minds with good thoughts. He also referred to the pride which Wykehamists felt in their connexion with Winchester Cathedral, and pointed out that Southwell School stood in a similar relation to the beautiful Cathedral of Southwell. The boys performed selections from Shakespeare's "Midsummer Night's Dream" and Brueys' "Le Grondeur."

SHREWSBURY HIGH SCHOOL.—E. Hills passed the Cambridge Higher Local Examination, Group A in Honours; A. Wilkinson obtained a Higher Certificate, and two other girls Letters, from the Oxford and Cambridge Joint Board; seven girls passed the Oxford Senior Local Examination and the Company's Scholarship was awarded to B. Wace on the result of this examination; M. Gough obtained a gold medal and a bronze medal at the exhibition of the Royal Drawing Society, while, in the examination, one full Drawing Certificate was obtained, besides thirty-three Honour and fifty-six Pass Certificates. In the school examination of the Associated Board, eleven pupils passed in the various divisions. Three £20 and one £10 scholarships were awarded by the Salop County Council. A special prize given by the Mayoress for the best essay on the Battle of Shrewsbury was obtained by E. Hills, and one given by the Rev. W. G. D. Fletcher for the second best by O. Harding. The Mayor also sent a silver medal, commemorative of the battle, to G. Llewellyn, for the excellence of her essay. G. Llewellyn gained the Rogers Entrance Scholarship in Classics, open to competitors of both sexes, at the Victoria University of Manchester. The prize giving took place in the school hall on December 15. The chair was taken by Mr. McDowall, the Secretary of the Company, and the Bishop of Lichfield distributed the prizes. The pupils sang three songs and gave recitations in Latin and French. There was a large attendance of parents and friends.

TEDDINGTON, SUMMERLEIGH SCHOOL.—On Wednesday, December 16, before an audience of some two hundred people, nearly all the pupils of the school took part in the rendering of a French operetta, "La Princesse perdue." The play was the work of M. Nichol, Officier de l'Académie, and was intended to give the girls an opportunity of showing what they could do in French. There were some foreigners present, and the general verdict, including theirs, seemed to be that the pupils had acquitted themselves admirably. The subject was a romantic Persian story of the "Arabian Nights" type. Hence intrigue, adventure, and magic "made" situations in which hero and heroine could sing pathetic or sentimental songs—in French, and the chorus could burst into triumphant song in praise of Allah.

(*Continued on page* 60.)

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Ses mains maigres et nerveuses sortaient de manchettes presque élimées, mais elles montraient de beaux doigts déliés d'intellectuel. Ajoutons qu'il avait tous les droits à ce nom, qu'il faut continuer d'employer malgré l'abus qui a pu en être fait. Il est le seul qui convienne à une certaine espèce d'hommes, tels que celui-là, qui sont les victimes d'un constant abus de la pensée. Jean était le fils d'un professeur de rhétorique au lycée Louis-le-Grand, et lui-même boursier d'agrégation de philosophie à la Sorbonne. Le feutre de son chapeau de forme ronde s'était flétri à courir de la Faculté aux bibliothèques sous le soleil et sous les averses, mais il coiffait un front large et comme éclairé de pensées. Le visage creusé trahissait de précoces souffrances, supportées par un tempérament énergique, à la veille pourtant d'être trop éprouvé. Le teint appauvri révélait une existence étroite, une table médiocrement servie, un excès d'effort mental sans une suffisante réparation physique, de grands soucis peut-être et des douleurs morales inavouées. Néanmoins, l'humide radical des yeux bruns, la fraîcheur saine des lèvres, la rangée intacte des dents blanches, l'épaisseur bouclée des cheveux châtains disaient des réserves de vitalité profonde. Un peu de détente dans la joie et le bien-être, et ce jeune homme s'épanouirait.

Cette détente lui serait-elle jamais accordée? Le sort lui donnerait-il ce rayon de bonheur dont il avait le besoin presque animal? La mélancolie de ce doute sur sa destinée se lisait dans le pli de sa bouche, où il y avait de l'enthousiasme et de l'amertume, de la volonté et du découragement. Jean allait avoir vingt-cinq ans. C'est la période où ces états contradictoires coexistent tout naturellement. L'âme du jeune homme s'est déjà meurtrie à la réalité, assez pour comprendre que ce monde est, comme l'a dit un sage, "une affaire brutale," pas assez pour y flétrir la fleur de sa délicatesse native. La conscience de sa force frémit en lui, et il a peur, devant l'irréparable des décisions à prendre. Il se sait, pour employer une métaphore toute contemporaine, à une tête de ligne, et que son avenir de bonheur ou de malheur dépend d'un aiguillage sur tels ou tels rails.

By "ELEPHAS."

His lean, sinewy hands emerged from almost threadbare cuffs, but displayed the shapely and slender fingers that mark the man of intellect. Let us add, he had every right to this title, which must still be employed in spite of its possible misapplication. It is the only suitable epithet for a certain type of men, like him, who are the victims of unremitting misuse of thought.

Jean was son of a professor of rhetoric at the Louis-le-Grand Lyceum, and he himself held a studentship of philosophy at the Sorbonne. His round felt hat had grown shabby in his hurryings from lecture-room to libraries in sunshine and showers, but it covered a forehead that was broad and, as it were, illuminated by thoughts. The deeply lined countenance betrayed premature sufferings sustained by a temperament full of energy, but on the eve of being tried beyond its strength. The anæmic complexion revealed a life of straitened means, a moderately supplied table, excessive mental struggle without adequate physical recuperation, possibly great anxieties, and unconfessed moral agonies. Nevertheless, the normal limpidity of the brown eyes, the wholesome freshness of the lips, the perfect set of white teeth, and the curly profusion of chestnut hair spoke of reserves of vitality beneath the surface. A little relaxation amid gaiety and comfort, and this young man would develop like a flower.

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(*Continued on page* 62.)

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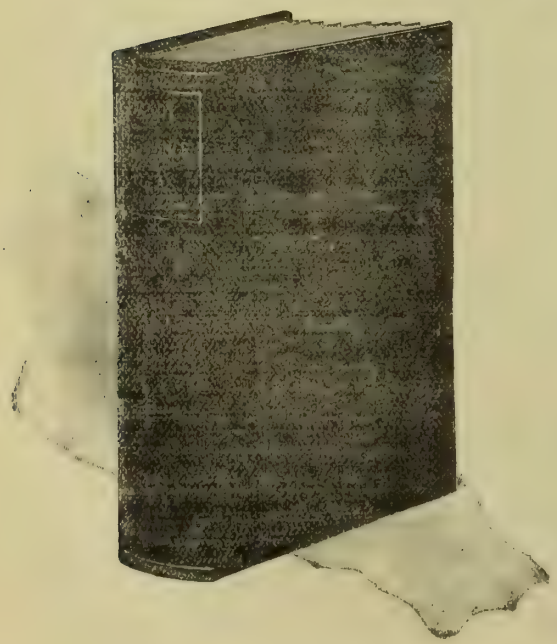
I know not who was the sage who pronounced life "a brutal business," but I may give as a parallel the dying words of a famous Englishman buried in St. Paul's: "Wenn die Welt nicht so infam wäre!"

(*Continued on page* 64.)

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Schön wie der Lenz, der hastig sprossen will;
Die Freundschaft blond, in sanftern Farben blühend,
Und wie die Sommernacht, so mild und still.

Die Lieb' ein brausend Meer, wo im Gewimmel
Vieltausendfältig Wog' an Woge schlägt;
Freundschaft ein tiefer Bergsee, der den Himmel
Klar wiederspiegelnd in den Fluten trägt.

Die Liebe bricht herein wie Wetterblitzen,
Die Freundschaft kömmt wie dämmernd Mondenlicht;
Die Liebe will erwerben und besitzen,
Die Freundschaft opfert, doch sie fordert nicht.

Doch dreimal selig, dreimal hoch zu preisen
Das Herz, wo beide freundlich eingekehrt,
Und wo die Glut der Rose nicht dem leisen
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PHYSIOLOGY IN RELATION TO THE TEACHING PROFESSION.—Dr. D. Fraser Harris, Lecturer on Physiology in St. Andrews University, delivered a lecture last month to the University Education Society. Prof. Edgar, of the Bell Chair of Education, presided. Dr. Harris said the teaching profession involved very great responsibilities in matters of conduct—responsibilities which have a physical, an intellectual, and a moral aspect. No science, by its truths and discoveries, is more closely related to these same matters of conduct than the science of physiology. Education is defined as the scientific guidance of the growth of the physical, intellectual, and moral faculties of the human organism up to the era of independent individual action. Education could create nothing except the appropriate environment for body and mind, since disposition, temperament, capacity, are inherited attributes, depending ultimately on the physico-chemical properties of the molecules of protoplasm. The quick boy has a shorter reaction time, a stronger, fuller, faster pulse than the dull boy, so that we are thrown back at the outset on the physiology of the circulation, and in particular of the cerebral circulation. In the narrower sense, education is the superintending of the functional requirements of the sensory and motor cerebral centres, the opening up of new paths for as many incoming impulses as possible, the establishment of inter-cerebral commissural paths, and the completion of these nerve-arcs by due correlation to the avenues for efferent impulses. The training of all the senses, including the muscular sense, and the training of muscular co-ordinations and adjustments cannot begin too early. The technical manipulations of physiology afford excellent opportunities for this training in the teachers themselves. Something, therefore, of the physiology of the central nervous system and of neural fatigue should be known, but the physiology of circulation, respiration, digestion, and excretion should be studied first. The teacher of the future must judge more or less as an expert as to the pupil's fitness for gymnastics and games, should have knowledge of the scientific principles of ventilation and school hygiene, of the principles of dietetics, and the physiology of digestion. He must understand something of the great generalization known as the "germ theory," of what antisepsis means, and, above all, the tonic and bactericidal power of sunshine. A knowledge of physiology on the part of the teaching profession is absolutely necessary if we are to wake up and remedy some of the physical defects revealed by the Commission on Physical Education and on the state of recruits for the Army. Physiology is valuable as an all-round mental training, affording ample scope for the critical faculty and for the construction of theories; it brings us face to face with the deepest and highest life-problems, and supplies the "physical basis of morals." Lastly, a study of physiology gives us an insight into what is meant by inhibition, the supreme power of the nervous system. To develop the power of inhibition in his pupils is the highest function of the teacher. The lecture was illustrated by diagrams.

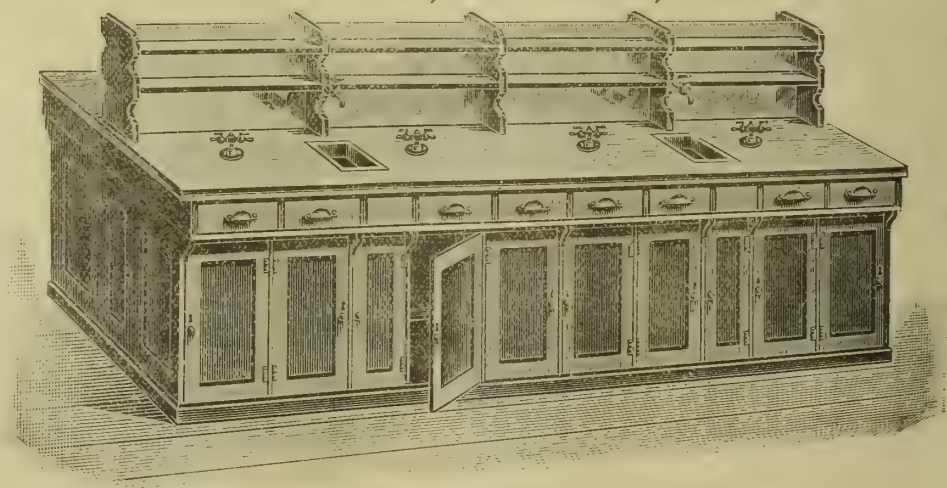
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List of Boys' and of Girls' Schools for Sale and Partnerships sent ***gratis*** to intending purchasers, to whom ***no Commission will be charged.*** The Transfer Department is under the ***direct management*** of one of the partners of the firm.

THE ASSOCIATION OF UNIVERSITY WOMEN TEACHERS recommends highly qualified

ASSISTANT MISTRESSES

with University distinctions (Degree or equivalent), some with good experience.

Open to Engagements:—

Mathematics: (1) Hon. Mods., Class II., and B.A. Lond., Div. I.; also Classics, English, French, Physiography, Chemistry, Hygiene. (2) M.A. Edin.; also Botany, Physics, Latin, English, German, French, Psychology; *trained.* (3) B.A. Lond.; also Classics, French. (4) M.A. Aberdeen; also Nature Study, French, English.

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History and English: (1) Tripos; also Classics, Drawing. (2) B.A. Lond.; also Classics, Mathematics, French, Science; *trained.* (3) B.A. Ireland; also Latin, French, Mathematics, Physics.

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AS MUSIC and LANGUAGE MISTRESS.—German Protestant (26). Highest English references. Tall, bright, lady-like. Good English, French (Paris). Music: Piano, Singing (performer, teacher). Trained Dresden Conservatoire. —BERTHE, Hooper's, 13 Regent Street (adjoining Waterloo Place), London. Others. List gratis. Interviews daily.

MUSIC MISTRESS (L.R.A.M.) desires Morning Engagement in School, after Christmas. Eleven years' experience. Preparation for Examinations. Excellent testimonials. —ALICE GAY, 11 Dennington Park Road, W. Hampstead.

KINDERGARTEN MISTRESS, Trained at Bedford Kindergarten College (1903) desires Post in School, in January. Good references. Apply—L. MAYCOCK, 3 Lansdown Place, Coventry.

ART MISTRESS. — Certificated Art Master and Art Class Teacher, Associate of the Royal College of Art. Brush Work. Ablett System. Visiting Engagements desired. — Miss HEDGES, 130 Elm Park Mansions, Chelsea.

ARCHITECT'S Daughter (22) experienced, capable Teacher, desires Re-engagement in Recognized School. Certificates: Senior Oxford, Cambridge Higher Local. Grammatical French, German, Botany, Games. Good references. —K. P., Hooper, 13 Regent Street, Pall Mall.

MISS CLARICE TEMPLE (late Head Mistress), 83 CHESTER SQUARE, BELGRAVIA, has many English and Foreign ASSISTANT MISTRESSES, GOVERNESSES, MATRONS, SECRETARIES, HOUSEKEEPERS now awaiting Engagements in Schools and Families. Employers free.

REQUIRED, in January, Post as KINDERGARTEN or FORM I. MISTRESS. Higher Froebel Certificate, School Teacher's Tonic Sol-fa Certificate. Trained Maria Grey. Six years' experience. Needlework, Singing, Drilling—B., Edgecombe, Redhill.

REQUIRED, January term, a Post as MUSIC MISTRESS in a School or College. Able to teach Piano, Violin, Class Singing. Certificated. Good references. Address—C. F., Portreath, Osney Bridge, Oxford.

ABROAD OR ENGLAND.—As HEAD ENGLISH MISTRESS (B.A.). Good Linguist. French, German, Italian (acquired abroad). Music, Piano, Organ. £100.—B.A., Mrs. Hooper, 13 Regent Street, Pall Mall. Many excellent Teachers. List gratis. Established 1880.

A FRENCH MISTRESS experienced in tuition, very successful in preparing Pupils for Examinations, visits Schools and holds Classes at her own residence. For particulars apply—M., 5 Eridge Road, Bedford Park, London, W.

LADY from Paris (Brevet Supérieur Diploma) seeks Engagement as FRENCH GOVERNESS in high-class School or Family. Could also take advanced Drawing. Address—M. B. S., c.o. J. & J. Paton, 143 Cannon Street, London, E.C.

MEDICAL WOMAN, M.D., B.Sc. (Lond.), with experience in Teaching, Lecturer to the Campden Technical Institute and the London School Board, Author of works on Hygiene and Nursing, is prepared to Lecture on Physiology, Hygiene, Ambulance, Home Nursing, Chemistry, and Botany. Address—4 Mill Lane, West Hampstead, N.W.

YOUNG Lady just returned from five years' residence in Germany, desires Resident Post to teach German and Music. Piano, English and German Certificates. Senior R.A.M. and A.B. Salary £45.—174 Harnstead Road, Handsworth, Staffs.

A YOUNG Parisian Lady, Certificated, desires a position as Resident GOVERNESS in an English Boarding School. Would give services in return for being allowed to attend the English Classes. Apply — Mrs. WARBURG, Elling Lodge, Arkwright Road, N.W.

JEUNE Demoiselle Française, Parisienne, Diplômée, bonne éducation et musicienne, désire situation au pair dans Collège ou Ecole. Française contre Anglais. Bonnes références. Ecrire —Mlle. G. DELMAS, 32 faubourg Poissonnière, à Paris.

ASSISTANT MISTRESS requires Post. (L.L.A.) Honours in Education. Special subjects: Literature, History, Physiology. Games. For three years Student-Mistress in large Boarding School.—Miss BARTON, Bridge Street, St. Ives, Hunts.

EVELYN HEPPLE, L.L.A., gives Lessons by Correspondence in English Literature, French Language and Literature, Political Economy, and Geology for University Examinations. Terms moderate. Apply—Spring Terrace, North Shields.

LONDON B.A. (qualified for Registration) desires Post in School. Latin, French, Greek, Mathematics, English, Harmony, Botany, &c. Age 25. Four years' experience. Salary £60.—Miss WENTWORTH, Burghclere, Newbury.

FRENCH Lady, Certificated, experienced in English School teaching and in French Training Schools, requires, in January, a Non-resident Post in a High School.—G., Joint Agency, 74 Gower Street, W.C.

LONDON Graduate (Second Class Honours in Classics) desires a Post in Recognized School for Girls. Subjects: Classics and Mathematics. Good recommendations. Address—Miss J. W. DRURY, Hornby Vicarage, Bedale, Yorks.

WANTED, Post as MISTRESS in good School. Fully Trained. Cambridge Training Certificate. Usual subjects, French (Paris), German, &c. Good at Gymnasium and Games. Highest references. Address—E. T. A., Stratford, Claughton, Cheshire.

ART MISTRESS (Board of Education and Ablett's), Silver and Bronze Medallist, Exhibitor, wishes to give Lessons in Painting from Life in Oils, Pastels, Miniature, Anatomy, Decorative work in Schools, privately, and at Studios. Experienced teacher.—ELWELL, 3 Hyde Park Mansions, W.

GYMNASTICS, DRILLING, GAMES.—A fully qualified and Certificated Lady (at present holding Visiting Engagements) desires, in January, Post as Resident TEACHER. Fencing, Dancing, Swimming.—M. TAVERNER, 68 Bedford Street, Liverpool.

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Mr. TRUMAN, who has had a large experience of University and Educational Agency work, will be happy to assist HEAD MISTRESSES, PRINCIPALS OF SCHOOLS, and others seeking **Experienced and Trained University and other qualified English and Foreign Teachers.** Any negotiations entrusted to MR. TRUMAN will receive, gratis, his prompt and careful attention.

Matrons supplied for Boys' and Girls' Schools.

Prospectus, References, and full particulars on application.

LADY HOUSEKEEPER (40), Certificated, good family (Scotch), wishes situation as HOUSEKEEPER, SUPERINTENDENT, or MATRON in Educational Establishment, or other Post. Bright, energetic. Varied experience. Free now. Address—No. 6,078.*

AN experienced MISTRESS requires a Post in a School or Family. Usual Form subjects. Drill, junior Music, and Drawing. Oxford Higher Local (English, D, History, French, German, Arithmetic), Cambridge Teachers' Training Certificate. Education: Monmouth High School, Oxford Home Student, Bedford College training.—K. PYE, Woollatra, Gleneagle Road, Streatham, S.W.

KINDERGARTEN MISTRESS (Certificated) requires Post as ASSISTANT. Could take entire charge of small Kindergarten. Additional subjects: Clay Modelling, Brushwork, Drawing, Swedish Drill (juniors). Experienced. Disciplinarian. Games. Address—No. 6,085.*

TRAINED and experienced Teacher desires Re-engagement. English, French, German, Latin, Mathematics. Cambridge Teachers' Higher Local (Honours) and London Matriculation Certificates. Address—P., 77 Walm Lane, Willesden Green, N.W.

ART MISTRESS, several years' experience, desires work in or near London. Paris Student. Teacher-Artist (R.D.S.) and Art Class Teachers' Certificates.—B., 52 Aubert Park, Highbury, N.

REGISTERED, Trained Teacher desires Re-engagement for January. Good Certificates and testimonials. Usual English subjects, Arithmetic, French, German, Physiology; some Algebra, Euclid, Latin, Botany; Swedish Drill.—HAMAR, Rock House, Whitney, Herefordshire.

B.A. London requires ASSISTANT MISTRESS-SHIP, for January, in Recognized School. Classics, French, English, Mathematics, Botany, Drawing. Ordinary School subjects. Tennis, Hockey, Cycling. Tall. Age 22. Excellent testimonials. Address—No. 6,092.*

ART MISTRESS, Certificated Royal Drawing Society, Teacher-Artist Certificate South Kensington, Art Class Teacher, Painting, Life and Still Life, Miniatures, requires Visiting Engagement. London or Suburbs.—CARTE, 13 Upper Woburn Place, London.

WANTED, Position as Non-resident ART MISTRESS, in either Private or Public School, by Clergyman's Daughter, who has studied under Professor Hubert von Herkomer. Near London preferred. Address—BETA, Beeston Rectory, Swaffham, Norfolk.

GAMES and GYMNASTIC MISTRESS desires Engagement in January (Resident). Educational and Medical Gymnastics, Drilling, Fencing, Dancing, Swimming, and Games. Diplômée. Gold Medallist. Experienced.—E. BROWNE, 36 Moss Lane, Aintree, Liverpool.

KINDERGARTEN MISTRESS, trained and Certificated, seeks Re-engagement in a School in January. Five years' experience. Violin, Drill, Class Singing.—H. E. T., 5 Hartfield Square, Eastbourne.

FORM MISTRESS desires Re-engagement. Registered. Trained. Experienced. Subjects: French and German (acquired abroad), Arithmetic, Drawing, Needlework. Address—K. E. W., 91 Southwood Lane, Highgate, N.

YOUNG Lady seeks Situation as MUSIC MISTRESS. Certificate: Advanced Associated Board R.A.M. and R.C.M.—H., Exe View House, Exminster, Exeter.

INSTITUTRICE Belge (23) Catholique, ayant diplômes supérieurs en Belgique, cherche place MAITRESSE DE FRANÇAIS dans école de jeunes filles. Pourrait aussi enseigner allemand. Address—No. 6,088.*

L.R.A.M. requires Post in January, in or near London. Experience in teaching six years. Successes in Associated Board of Examinations. Studied at R.A.M. Age 29. Good references and testimonials.—45 Wiltshire Road, Brixton.

A YOUNG Lady desires a Post in School as JUNIOR MUSIC MISTRESS. Well educated and Certificated. Would teach elementary English. Apply to Miss G. CLOKIE, Galloway House, Castleford, Yorkshire.

LADY (26) requires Situation. M.A. (Victoria), University of Berlin, Elementary Teachers' Certificates, S.K. Certificates for Science, Mathematics, and Drawing. Experience in Secondary School. Address—No. 6,087.*

YOUNG Lady (B.A. London), with three years' experience in teaching, desires a Post in a Recognized School. Subjects: Classics, Mathematics, English. Apply—M., 17 Sunning Hill Road, Lewisham.

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Prepaid rate: 30 words, 2s.; each 10 words after, 6d. (Use of Office address, 1s. extra.) For latest time for receiving these announcements see front page.

[**Replies** to advertisements marked * should be sent *under cover* to "The Journal of Education" Office, 3 Broadway, Ludgate Hill, E.C., *in each case accompanied by a loose stamp to cover postage on to advertiser.* Post Cards will *not* be sent on.]

SCHOLASTIC. — JANUARY (1904) VACANCIES. — Graduates and other English and Foreign Assistant Masters who are seeking appointments in Public or Private Schools should apply (*as soon as possible*) to **Messrs. GRIFFITHS, SMITH, POWELL & SMITH, Tutorial Agents, (Established 1833), 34 Bedford Street, Strand, London, W.C.** Timely notice of vacant appointments will be sent to all candidates.

ASSOCIATION OF UNIVERSITY WOMEN TEACHERS. — Teachers with University qualifications (degree or equivalent), requiring posts in Public or Private Schools, are invited to Apply to the Secretary. No commission is charged when work is obtained through the Registry, but *continued* membership is expected. Subscription 5s. per annum. State full particulars in applying to the SECRETARY, 48 Mall Chambers, Kensington, W.

STAMFORD HILL HIGH SCHOOL FOR GIRLS AND KINDERGARTEN, 122 STAMFORD HILL, N. — Classes for Students in preparation for the Cambridge Higher Local and National Froebel Union Examinations. Resident or non-resident.

LANGUAGE MISTRESS wanted in high-class Ladies' School in the North of England, with a view to succession in a year or two. Splendid opportunity for young, energetic Lady who wishes to ensure success in taking over a good connexion. Address—No. 6,083.*

WANTED, in January, an ASSISTANT MISTRESS (Daily) in a Girls' School. Advanced Arithmetic and French essential.—West Green College, 241 West Green Road, N.

VACANCY, in Public Secondary School, for Resident ASSISTANT MISTRESS, to take Junior Form, and Drawing (R.D.S. as special subject. Experienced. Churchwoman. Address—No. 6,080.*

LANGUAGE MISTRESS wanted in high-class Ladies' School, near Liverpool (Resident). L.L.A. or equivalent. Assist with English or Music. Supervision. Games. Apply, full particulars and photo—No. 6,082.*

VACANCIES.—English Lady, with good Music, for Town. Ditto, good French and Music, Country. Chaperone for Switzerland Companion for Germany.—LADIES' LEAGUE, 101 Great Portland Street, W. Telephone 1025 Mayfair.

SOUTH-WESTERN POLYTECHNIC, MANRESA ROAD, CHELSEA.

The Governing Body are about to appoint a new PRINCIPAL on the retirement of Mr. Herbert Tomlinson, F.R.S. The duties will be: To direct the whole Educational Work of the Institution in its various branches—Day Technical College for Men (200), Day College for Women (300), Day School of Art (150), Evening Classes (2,000), Domestic Economy School for Girls (40)—with the general superintendence of the Secondary Day School for Boys and Girls (300); and to personally undertake the Higher Teaching of one Department of Science, Pure or Applied.

Salary beginning at £600 a year.

Candidates between the ages of 30 and 50 preferred.

Applications should be sent in on forms which (together with memorandum of duties) can be obtained at the Institute, to the SECRETARY, on or before February 15th, 1904.

*** Replies to these advertisements should be addressed "*No.* —, *The Journal of Education, 3 Broadway, Ludgate Hill, E.C.*" Each must contain a *loose* stamp to cover postage on to advertiser.** ***Post Cards*** **will NOT be sent on.**

CITY OF LIVERPOOL.—EDUCATION COMMITTEE.—LIVERPOOL INSTITUTE BOYS' SCHOOLS.

APPOINTMENT OF HEAD MASTER.

COPY OF ADVERTISEMENT.

A HEAD MASTER is required for the Boys' Schools of the Liverpool Institute in succession to Mr. W. C. Fletcher M.A., who has been appointed Chief Inspector of Secondary Schools under the Board of Education.

The Liverpool City Council has accepted from the Trustees of the Liverpool Institute the gift of that Institution together with its valuable property.

The appointment of a Head Master will be made by the Liverpool Education Committee on the present occasion, pending the constitution of a Board of Governors of the Institute.

The salary offered is £1000 per annum.

The Head Master will be required to devote the whole of his time to the direction and superintendence of the educational arrangements of the Schools, and to teach personally only so far as, in his judgment, may be necessary to and consistent with the efficient discharge of those duties.

The Head Master will not be allowed to take Boarders.

The engagement of the Head Master will be subject to termination by six months' notice on either side.

A printed copy of particulars as to duties and conditions of appointment may be obtained from the Secretary, Mr. HAROLD WHALLEY, Mount Street, Liverpool, to whom applications, endorsed "Head Mastership," giving particulars of age, qualifications, and experience, together with fifty printed copies of the application, including copies of not more than six testimonials, must be sent not later than the 30th January, 1904. (Original testimonials must not be sent.)

Canvassing of the Directors of the Liverpool Institute, Members of the City Council, or of the Education Committee, will disqualify Candidates.

EDWARD R. PICKMERE,
December 23rd, 1903. Town Clerk.

BOURNEMOUTH COLLEGIATE SCHOOL FOR GIRLS.—A vacancy, in January, for a MUSICAL or KINDERGARTEN STUDENT on mutual terms. Apply to the PRINCIPAL.

WANTED, for January, in Recognized School, a STUDENT-MISTRESS or JUNIOR MISTRESS. Able to take Drill and Needlework. Also GERMAN LADY au pair. Silence a negative. Address—No. 6,093.*

WANTED, immediately, English Resident MISTRESS, au pair, for Girls' Pensionnat in Germany. University town. Highly recommended.—For particulars apply—C. B., c.o. Miss Lyster, Crofton Grange, Orpington, Kent.

WANTED, next Term, for Girls' Boarding School near London, SCIENCE MISTRESS (visiting). Fully qualified, experienced. Address—No. 6,091.*

WANTED, Resident MISTRESS in Recognized Private School. Some experience. Subjects: Matriculation English, Geography, Harmony. Needlework, Drilling, and Games desirable. State age and salary.—PRINCIPAL, St. Ronan's, Hadley Wood, Middlesex.

SHERBORNE SCHOOL FOR GIRLS.—Wanted, January, MATHEMATICS and SCIENCE MISTRESS. Degree, or good Intermediate Science, and Public School experience essential. Salary £70 to £75 resident. Address—HEAD MISTRESS, Sherborne Girls' School, Dorset.

WANTED, in Recognized School, Two MISTRESSES (Art and English subjects). Must be experienced. Accustomed to prepare for Examinations, R.D.S. or Oxford. Good discipline essential. Send full particulars and photo to Kensington House, Birkenhead.

WANTED, after Easter, in small Private School near Croydon, Resident MISTRESS for Form I. Churchwoman. Experience essential: also good elementary Music and Drawing (Ablett). Handwork (Needle, Basket, Carving), Class Singing, Drill, Games desirable. Apply stating age, training, salary, &c. Address—No. 6,089.*

WANTED, GERMAN LADY on mutual terms in Recognized Private School, near London. Needlework desirable. Apply—PRINCIPAL, St. Ronans, Hadley Wood, Middlesex.

REQUIRED, L.R.A.M. or A.R.C.M. in Boarding School. Must be experienced and able to prepare for any Music Examination up to L.R.A.M. and advanced Harmony. Address—No. 6,090.*

WANTED, in January, in Church High School (Recognized) in the West of England, MISTRESS for Form II. Special subjects: French, Geography, History. Elementary Mathematics desirable. Address—No. 6,094.*

RESIDENT HEAD ENGLISH MISTRESS (B.A.) required, for Private School short distance from London. Also Resident MUSIC MISTRESS (L.R.A.M.). Both to prepare for Examinations, and Church of England. Forward testimonials and photos. Address—No. 6,095.*

FULLY qualified Domestic Mistress, with two or three Pupils, can receive Board-residence advantageously, or an efficient GARDENING MISTRESS with Pupils.—Rushmore, Kidderminster.

WANTED, a Young MISTRESS for MATHEMATICS. State other subjects. Registered or qualifying for Registration. Resident. Apply—HEAD MISTRESS, High School for Girls, Peterborough.

WANTED, immediately, Non-resident CLASSICAL MISTRESS to teach also Geography and, if possible, elementary Science. Churchwoman. Degree or equivalent. Address, with photo, &c.—HEAD MISTRESS, Merchant Taylors' Girls' School, Crosby, Liverpool,

STUDENT-MISTRESS wanted, in Recognized Public School. Preparation for London University, Cambridge Higher Local, or Froebel Examinations in return for services. Apply—HEAD MISTRESS, Merchant Taylors' Girls' School, Crosby, Liverpool.

WAKEFIELD HIGH SCHOOL. Good HOUSE MISTRESS required for Boarding Houses of above School. Apply—HEAD MISTRESS.

WANTED, in January, LANGUAGE MISTRESS, Resident. French and German (both conversationally), Needlework, and assist with Juniors. Moderate salary. Recognized Private School. Also STUDENT-MISTRESS required.—Miss BUDGE, Sale, near Manchester.

GIRLS' COLLEGIATE SCHOOL, MARITZBURG, NATAL.

Wanted, a THIRD FORM MISTRESS who can take as special subjects Mathematics and Botany.

Salary £80, £90, and £100 in three succesive years. Board and residence are provided. Holidays included. Passage out paid.

Other things being equal, preference will be given to a Candidate who can proceed to Natal without delay.

Apply by letter in first instance, with full particulars including age and religious denomination, copies of testimonials and names of personal referees, to Mrs. STEWART, c.o. Miss Walker, St. George's Training College, 5 Melville Street, Edinburgh.

LADIES' LEAGUE, 101 GREAT PORTLAND STREET, W., wishes to recommend FRENCH GOVERNESS. Also French NURSERY GOVERNESS; English FINISHING GOVERNESS, with perfect French and German (highest references); English COMPANION-GOVERNESS-HOUSEKEEPER (highly recommended); Scotch GOVERNESS; and others, now disengaged. Telephone 1025 Mayfair.

GOVERNESS-STUDENT.—Wanted, talented musical Lady on mutual terms to help with Boarders and overlook practising. Preference given to one desiring preparation for Senior Associated Board. Apply—Miss DAMS, Croft Cottage, Uttoxeter, Staffs.

JANUARY VACANCIES.—India, £100. All parts of England: HEAD ENGLISH, £40 to £90; III., IV., and V. FORM MISTRESSES, £25 to £60; LANGUAGES, £30 to £55; MUSIC AND ART, £25 to £60; KINDERGARTEN, £25 to £45. Apply early—HOOPER'S, 13 Regent Street, London. No booking fee. Stamp. Established 1880. Interviews daily. Telephone 5,097.

LANGUAGE MISTRESS required in January to teach Conversational French and elementary German. Apply, stating all particulars and salary required, to No. 6,076.*

STUDENT-TEACHER, resident, wanted, January, in Recognized Private School. Preparation for Examinations in return for services. Small premium for board. Address—HEAD MISTRESS, 8 Lockyer Street, Plymouth.

WANTED, in small high-class Girls' School, S.E., Resident ENGLISH MISTRESS. Degree or qualifications and Cambridge Teachers' Certificate. Essential subjects: Scripture, English Geography, History, Drawing, Brushwork. Music, Latin, Games desirable. Salary £45 to £50. Address—No. 6,074.*

WANTED, highly qualified Lady (Registered Teacher) to take management of Schoolroom in good-class Girls' School near Southampton. Liberal salary and future interest to one introducing three or more Pupils next term. Address—No. 6,075.*

WANTED, a SECOND SCIENCE MASTER at the Hulme Grammar School, Manchester. Salary £160 to £180. Apply to the HEAD MASTER.

WANTED, immediately, SCIENCE MASTER, to teach some subjects of Intermediate B.Sc. London. Address—SUPERIOR, St. Mary's Hall, Stonyhurst, Lancashire, stating qualifications and salary.

WANTED, in January, a Girl recently left College, Oxford or Cambridge, to Read and be companionable with Girl of eighteen. Address—Mrs. EUSTACE SMITH, Nithsdale House, ngatestone.

WANTED, in January, MISTRESS, Mornings only, to teach general English subjects and Singing on Staff Notation system. Must have had experience with Young Children. Knowledge of Kindergarten desirable. Salary moderate. Address—No. 6,077.*

ORME GIRLS' SCHOOL, NEWCASTLE, STAFFS.—Required, January, ASSISTANT MISTRESS for Junior Form. Training or experience. Good Mathematics. Apply—Miss POWELL, Uppercross, Reading.

RESIDENT KINDERGARTEN STUDENTS required, in January. Training for Froebel Certificates. Some knowledge of Music and Needlework an advantage. Address—PRINCIPAL, Mowbray School, Belle Vue Park, Sunderland.

REQUIRED, HEAD ENGLISH GOVERNESS. Yorkshire. £70 resident. JUNIOR TEACHER. Cumberland. With Painting. £40. Cumberland. MUSICAL GOVERNESS.—THE LADIES' AGENT (late Barker House), York House, 142 Kensington Park Road, W.

THE HABERDASHERS' ASKE'S SCHOOL, WEST HAMPSTEAD, N.W.—Wanted, by March 1st, a JUNIOR FORM MASTER, able also to teach German and, if possible, Shorthand. Commencing salary £100 to £125, according to qualifications and experience. Apply to the HEAD MASTER.

WANTED, in January, in Recognized School, (1) JUNIOR FORM MISTRESS. Science, elementary Mathematics. (2) ASSISTANT MUSIC MISTRESS. Pianoforte, Solo and Class Singing. Churchwomen. Resident. Address—No. 6,079.*

TO ASSISTANT MISTRESSES.

JANUARY (1904) VACANCIES.

Messrs. GRIFFITHS, SMITH, POWELL & SMITH, Educational Agents (Estd. 1832), 34 Bedford Street, Strand, and 22 Henrietta Street, Covent Garden, London, W.C., invite immediate applications from well-qualified **English and Foreign** Assistant Mistresses for the following appointments :—

SCIENCE MISTRESS required for large School in London. Botany, Chemistry, Physics, Hygiene. Salary £120 non-resident.—No. 464.

HEAD MISTRESS for first-class School at Eastbourne. English, Latin, Mathematics, Science. Churchwoman. Good salary resident.—No. 502.

Thorough ENGLISH MISTRESS for first-class Brighton School. Good German desirable. Graduate preferred. Salary about £60 resident.—No. 460.

Wanted, for Public High School, MISTRESS for Swedish Drill, Dancing, and Games. £100 non-resident. Trained Teacher essential.—No. 421.

India. GRADUATE (or equivalent) wanted for important School. French and Mathematics necessary, as also experience. Good and increasing salary. Passage paid.—No. 433.

HEAD TEACHER for important Private School. English, Latin, Mathematics, and Botany. Salary from £60 resident.—No. 927.

HEAD MISTRESS for large School in the North. English and Matbematics. Churchwoman. Recognized School. Salary about £60 resident.—No. 994.

KINDERGARTEN MISTRESS for School in Natal. Must be fully Certificated. Salary £80 resident, and passage paid. Nonconformist preferred.—No. 372.

HEAD MISTRESS, with Degree, or one having had experience in the management of a Boys' School. Must be able to prepare for Oxford and Cambridge Locals. Good salary.—No. 552.

SECOND MUSIC MISTRESS for first-class School. L.R.A.M. or Associate R.C.M. desired. About £60 resident.—No. 532.

Three MISTRESSES for large School in N.W. of England—(1) Experienced ENGLISH MISTRESS to prepare Pupils for Examinations. (2) ART MISTRESS to prepare for Ablett's Examinations.—(3) MUSIC MISTRESS, with good Harmony (L.R.A.M. desired). Good salaries. 30 Boarders, 100 Day Pupils.—Nos. 528, 529, 530.

Experienced MISTRESS for High School. Must hold Degree and be able to take Mathematics and good Conversational French. £60 resident.—No. 485.

MISTRESS with Degree, and preferably in Modern Languages, for Private School. Churchwoman. alary about £60 resident.—No. 307.

HEAD TEACHER for School in the North. English, Latin, Mathematics, French. Salary up to £60 resident.—No. 044.

Mathematics, Vocal Music, Drill, Games, Needlework. County School. £80 non-resident.—No. 284.

Science and Mathematics. Must be highly Certificated. Fair salary resident.—No. 425.

HEAD TEACHER for School in Hampshire. Mathematics, Latin, French (acquired abroad), Divinity. Churchwoman. To prepare for Examinations. Fair salary.—No. 455.

MISTRESS for Public School. Classics, Geography, and Elementary Science. Salary £100 to £120 non-resident.—No. 859.

ENGLISH MISTRESS for Recognized Secondary School. French, German, Music, and Drawing. Registered Teacher desired. Fairly good salary.—No. 383.

MISTRESS for important School in Canada. English, Latin, Mathematics, French, and German. Churchwoman. Salary £65, rising to £75, resident. Three years' engagement.—No. 798.

GRADUATE for School at Brighton. Latin, Mathematics, and elementary Science. £50 resident.—No. 520.

Wanted, for first-class Boys' Preparatory School, Two MISTRESSES—(1) to take Form of Boys from 9 to 10 years of age. Salary £50 resident. (2) Piano, Violin, and Drawing. £50 resident. Must be Churchwomen.—Nos. 509 and 508.

FRENCH (Protestant) MISTRESS for important School. Salary about £50 resident.—No. 435.

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Applications must be received by the CLERK OF THE BOARD, School Board Offices, Victoria Embankment, London, W.C., by or before the first post on Monday, January 18th, 1904.

Applicants who applied for the recently advertised vacancies for Assistants in the Board's Pupil-Teachers' Schools can have the Form 40 P.T. they then submitted placed before the Committee on informing the CLERK OF THE BOARD by or before the first post on Monday, January 18th, 1904.

All communications on the subject of this notice should be marked outside "P.T. Schools."

Candidates from the country invited to attend the Committee will be allowed third-class return railway fare to London, or other reasonable travelling expenses, and, if necessary, hotel expenses not exceeding 10s. a day for two days. If applications for such payments is made, it must be accompanied by receipted vouchers ; but if a candidate, after being nominated, refuses to take up the appointment, these expenses will not be allowed.

Applicants who do not receive on or before January 23rd, 1904, a summons to attend before the Committee will understand that they have not been included in the list of candidates to be seen by the Committee, and will not be further communicated with.

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Copies of the Statement of Duties and Form of Application may be obtained on application to the undersigned, to whom applications, accompanied by copies of not less than three testimonials of recent date, must be sent not later than Tuesday, 12th January, 1904.

Education Office, Katharine Street, Croydon. JAMES SMYTH, Clerk.
December 7, 1903.

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EDITORIAL.

NOT a few of the great London and provincial newspapers have celebrated their centenary, and to these any smaller division of time would seem but a milestone on the road; but educational journals are, like school and college magazines, a mushroom race, and one that has completed its twenty-fifth year will with the Roman historian reckon this duration as "grande mortalis ævi spatium."

It occurred to the Editor that the fittest commemoration of what has been called his "silver wedding" would be to invite some of his most valued contributors to furnish, each in his special department, a retrospect of the last quarter of a century, not only as a summary of past history, but also as a forecast of the probable lines of future progress. All of these are busy men and women, and for school folk December is the busiest month of the year; yet there was not a single refusal, though unfortunately two whose opinions would have carried great weight have been prevented by illness from fulfilling their engagements.

It remains for the Editor to write a prologue, and this he finds is no easy task. It is hard, if we go back to our obscure origin and trace our subsequent growth, to avoid the Bounderby vein and not lay ourselves open to the imputation of the pride that apes humility.

Let us, then, in order to forestall any suspicion of egotistic vanity, begin with a "Non nobis, Domine!" We know full well, and are glad to acknowledge, that any success that *The Journal* has achieved is due mainly to the generous and unflagging support of friends—not only personal friends of the Editor, but friends of education who welcomed a journal not run in the interest of any party or sect or section, but professing, however feeble the first performance may have been, to collect the opinions of experts and to express the aims and aspirations of the teaching profession.

This much premised, we may place on record that *The Journal* came of very humble parentage. In its pupa stage it was known (or not known) as the *Scholastic Register*, a feeble print which had been purchased by one of the two original proprietors for as many pounds as it was worth pence. In 1878 the old *Journal of Education*, which had for eleven years, under the editorship of Mr. Biggs, maintained a gallant but forlorn struggle for existence, perished of inanition, and the title was acquired by the present proprietor of *The Journal*. A short chrysalis stage followed during which the double name appeared on the title page; then as soon as was decent the plebeian birth name was dropped.

We had thought of reprinting the first number of *The Journal* proper; but a description will serve to mark the contrast. The format is nearly the same, but it has only one-fifth of the present number of pages, and, owing to the difference in type, the matter is less than one-eighth. It has only one page of advertisements—and this, to judge by appearances, is what is known to the trade as a "dummy." The one feature which distinguishes it from the other ephemerals of education is the list of contributors, and it is a pious duty to record the names of the distinguished writers who there appear, and whom we have since lost by death: Grant Allen, Prof. Bain, Sir Walter Besant, E. E. Bowen, Charles Colbeck, Dr. J. H. Gladstone, W. Watkiss Lloyd, Prof. Meiklejohn, J. Cotter Morison, R. H. Quick, Miss Shirreff, Henry Sidgwick, M. F. de Pressensé.

To this roll of original contributors we may fitly add the names of some fellow-workers who joined us later, and whose loss we specially mourn: George Romanes, Mark Pattison, Dean Farrar, Edward Thring, Prof. Blackie, Isaac Taylor, Hely Almond, Sir Joshua Fitch.

The Journal, as we have seen, stole into existence—"natus fefellit"—its parentage was obscure, not to say ambiguous, and its very name, like that of Tristram Shandy, was a chapter of accidents. Only after completing the first decade, when it was reaching the age for confirmation, did it utter any profession of faith. This is couched in somewhat high-flown language, and we should now wish to recast it in a simpler and more modest form, but in the matter we find nothing to emend.

The conviction with which *The Journal of Education* was started—that education is one and indivisible, a science, or, rather, a particular application of the laws of human nature; and that the teachers of every rank are knit together, not by trade interests, but by their common pursuits and the solidarity of a learned profession, though they have yet to win their proper legal status—this conviction has grown and ripened in the last twenty years, and we rejoice to think that we have helped to inspire with this belief and this professional spirit an increasing number of our fellow-teachers.

When we turn to the contents of the first volume we find, as regards Training and Registration, many indications of the "Thirty Years' War," as some future historian of education may name it, and no uncertain note of the policy that *The Journal* would espouse. In a letter from Dr. Montagu Butler on the Indian Civil Service examinations there is a memorable *obiter dictum*. The limited competition that he advocates would, he says, entail "public registration of schools, a step on many grounds desirable." There are letters from Prof. Laurie, Dr. Abbott, and R. H. Quick, discussing how teachers are to be trained and tested. There is a strong condemnation of the Lyon Playfair Registration Bill as lop-sided, applying only to secondary teachers, and unprofessional, exacting no test of training.

The claim then advanced that *The Journal of Education* is the only English paper that professes to deal with education as a whole, and is not the organ of any sect or society, is no longer tenable. Since 1890 there has been almost every possible variation and combination of "School" and "Education," and we have seen these yearlings round us fall "like leaves in wintry weather." It is in no boasting spirit that we mention the fact, but rather with genuine regret that the English public which interests itself in education, except as it touches the pocket or the religious persuasion, is still so limited. Yet in this respect since 1890 there has been a marked change for the better. The *School World*, which takes science as its special province, but by no means confines itself to this one aspect, though still in its nonage, is a vigorous growth; and with the new year we are to have a new monthly which promises to cover much the same ground as *The Journal*. We wish Mr. Laurie Magnus all success in his new venture, believing, as we do, that such competition must promote the cause we have at heart, and that there is room for all three.

We turn over the dusty office files till we come to 1880, the beginning of our Translation Prize Competitions. The first prize was divided between two head masters—Mr. James Robertson and Mr. J. S. Phillpotts. This was the first of many prizes that Mr. Robertson won, and now that he has passed away we may say without prejudice that no living translator known to us could compete with his versions of Victor Hugo and Béranger. Since then, on a moderate computation, a quarter of a million of translations have been sent in, and the bulk of these have been read by the same Prize Editor. Needless to say, he has made many mistakes (even the G.P.O. is not infallible), and the late Mr. Mark Pattison used with a grim smile to relate how he had twice competed, and achieved first a second and then only a third class. We may plead in self-defence that the Editor has always assigned the grounds for his judgment, and generally, by submitting alternative versions, some materials for testing it. We may point to the three volumes "Prizes and Proximes," "Essays in Translation," and "Poems, Parodies, and Prize Translations" as some proof of the high standard that has been maintained for twenty years and more, and, in the face of thousand-guinea stakes for "Encyclopædic" research, furnished houses for missing words, and buried bags of gold, we may congratulate ourselves that our wreath of wild olive has not lost its attraction.

Another volume, "Essays and Mock Essays," is in part the outcome of our Extra Prizes; but the main object of the publication was to rescue from "the files" the contributions of those personal friends to whom we expressed our indebtedness—of Mark Pattison; of Mr. Lionel Tollemache, the Boswell of our age; of Jane Barlow and T. E. Brown; of Edward Bowen, James Robertson, and other members of the U.U.

In the third volume there looms large a subject rarely mentioned in polite society and generally boycotted by the press—"Morality in Public Schools." From a remarkable article by Mr. (now Archdeacon) J. M. Wilson we will extract a paragraph, as it perfectly expresses the position that *The Journal* has maintained from its inception:—

> Religion is not the holding of certain opinions. It does not consist in certain views of difficult questions. Views and opinions and creeds are not of the essence of religion: they are its superstructure. . . . The religion of a boy means learning what duty is, and caring much and always for it. All else is accessory. This alone is of the essence. Shall we leave this to parents and clergymen? . . . We must not rule all this department as outside our own sphere. We must claim it as the province of every school, from the Board school upwards. . . . The distinctive doctrines of Church and sects are utterly unimportant at schools and everywhere. It is one of the stupendous and far-reaching blunders that the world outside our profession makes when they say that masters cannot be trusted to speak of religion, because they would proselytize. The great change in education going on before the eyes of this generation is the gradual passing away of education out of the hands of the clergy into the hands of the laity. . . . Religion is not the peculiar province of the clergy. I do not see that clerical masters are more religious than lay. If I were to name the twelve best living schoolmasters that I know, merit being estimated in the way that you now know I should estimate it, two only are in Orders.

Reviews have been a leading feature of *The Journal*, and we welcome this opportunity of defending our theory and of explaining both to authors and to publishers our acknowledged shortcomings. Any journal that has established for itself a reputation receives in the course of the year far more publications than it can possibly notice. Even our acknowledgment of books received during the month had to be discontinued because the wood could not be seen for the trees. The Editor is forced to choose between a perfunctory acknowledgment of a number and a discriminating notice of a select few. *The Journal* has deliberately chosen the latter alternative. As a consequence, again and again deserving books have passed unnoticed; but, on the other hand, we may fairly claim that a notice in *The Journal* generally carries its own evidence that the book has been read and weighed by one who knows the subject. A dozen lines of small print, we can ourselves attest, often represents a long morning's work for the reviewer. We may, without assuming any superior virtue, add that no review of *The Journal* has been influenced by the advertisement columns, and no notice in *The Journal* has wittingly been so framed as to lend itself to quotation. All we can promise by way of amendment for the future is that more care will be exercised in the preliminary inspection of books to be sent out for review.

Another section, which we have fostered, like the lion's whelp in the "Agamemnon," till it has grown to be a terror to the Editor, is the "Colonial and Foreign Notes." Thanks to correspondents in every quarter of the globe, to foreign

Governments and Ministers of Education who send us all their official documents and publications, we receive each month enough matter to fill a whole number. To boil this down into two or three pages, and to record merely the leading events and movements in France and Germany, in the United States and Canada, in India and Australia, is an increasingly difficult task, and, without crying our own wares, we may express our gratitude to the "Foreign" sub-editor for his punctual diligence and his discretion.

"Universities and Schools," to admit readers to our confidence, is likewise a growing difficulty. At all the chief centres of learning we have our regular correspondents, on whom we can depend; but for school news we must rely on charity. That obscure schools or those that are struggling into fame should desire to be chronicled, and that big schools should count such a chronicle "small beer," is only human nature. In this section of *The Journal* we confess that we have retrograded. We have before us a list of volunteer correspondents for twenty-five great public schools. Not one of these is left.

Some are dead and some are gone
And some are scattered and alone;

but not one remains at his old school, and their places have not been filled. The schoolboy feels no *mauvaise honte* in receiving a tip; the adult is shy of asking a favour. We hope that by help of a sub-editor this shortcoming may be remedied.

By a resolution of the Council, just twenty years ago, "*The Journal of Education* was adopted as the medium of communication among members of the Teachers' Guild"; but, as the familiar heading runs, "*The Journal* is in no other sense the organ of the Guild." Since then we have entered into similar relations with the Assistant Masters' and other educational associations; but, while such a connexion implies general sympathy in aims and objects, we have never surrendered the liberty of free and independent criticism. Sycophantism or adulation of the powers that be is not a charge that the bitterest of critics would bring against *The Journal;* but it may, with more justice, be accused of having in hot youth, "consule Planco," indulged in unseemly levity, mocked at greybeards like the Head Masters' Conference, and spoken disrespectfully of archbishops and the Equator. Years bring the philosophic mind. May they not bring dullness in the train of discretion! All we can undertake is that they shall not rob us of our liberty of prophesying. Even as we write the church bells remind that it is time to

Ring out the old, ring in the new.

"Prosit Neujahr!" The cause in which *The Journal* has for five-and-twenty years done yeoman service has advanced all along the line. Pretoria has been taken, but the campaign is not over. The Act of 1902 has unified, but it has yet to organize, education; and for the moment it has brought not peace, but the sword. We have (in manuscript) a Teachers' Register; but the great public schools ignore it and the eighty thousand certificated teachers regard it as an insult, and Dr. Butler's register of schools is still an aspiration. The State has ordained that after 1905 it will recognize no teacher who has not been trained; but of our secondary teachers not 1 per cent. has so far received any training. We may trust to the demand for training to create in time a supply; but, unless to this be added security of tenure, a living wage, and pensions for old age, the last state may be worse than the first. What profits a strait gate if there is no inducement for any but the lean and starved to enter? For us the summit is not attained; but

The barriers fall,
Though a battle's to fight ere the guerdon be gained
The reward of it all.

HIGHER EDUCATION IN LONDON.

By Sir ARTHUR RÜCKER.

THE last quarter of a century will always be remembered as the period in which London awoke from its long slumber as to matters connected with University education. The great medical schools had all been founded before 1879, though the London (Royal Free Hospital) School of Medicine for Women was at that date only five years old. The six theological colleges that are now connected with the University had been established at different dates between 1768 and 1863. The Royal School of Mines was in 1878 still in Jermyn Street, in close alliance with the Geological Survey. But, apart from these professional institutions, the principal representatives of a general education were University and King's Colleges, established in 1826 and 1829 respectively; Bedford College for Women, founded in 1849; and, for students of a somewhat different type, the Birkbeck Institute.

In the early seventies a movement for the establishment of University colleges in prominent towns was one of the most remarkable features of the growth of education. Of these, especially in their unsectarian character, University College was no doubt the prototype; but twenty-five years elapsed after the foundation of University College before the Owens College, Manchester, was established, and another twenty years had passed before this example was followed, in 1871, at Newcastle-on-Tyne. The work of the Yorkshire College, Leeds, began in 1874, and thereafter University colleges sprang up quickly on every side. The impulse reached London about 1878, and perhaps began with the foundation of the City and Guilds Institute in that year. The Royal Holloway College for Women was founded in 1879, though not opened till 1886. In 1881 the Royal School of Mines was reorganized. A training school for science teachers was established, and the two institutions were united under the name of the "Normal School of Science and Royal School of Mines," which in 1890 was changed to the "Royal College of Science." The establishment of this College and of the Central Technical College of the City and Guilds Institute in Exhibition Road were the first steps in the planting of a great educational centre on the South Kensington site. Westfield College, Hampstead, for the higher education of women, was founded in 1882; so that within four or five years four institutions which are now schools of the University were either founded or completely reorganized.

Some years elapsed without any further change, the two remaining schools of the University—viz., the South-Eastern Agricultural College, Wye, and the London School of Economics and Political Science—being founded in 1894 and 1895 respectively. Meanwhile another very important movement was taking place. The success of the late Mr. Quintin Hogg's Polytechnic in Regent Street attracted much attention, and the City of London Parochial Charities Act (1883) encouraged the establishment of similar institutions in other parts of London. The rating powers for the supply of technical education conferred in 1889 upon County Councils, and the fact that the "whisky money" was devoted in 1890 to the same object, enabled the London County Council to deal with the problem on a large scale. Thus a number of polytechnics were established, which were "intended primarily for the supply of instruction during the evening to artisans and others engaged in the daytime" (*London Technical Education Gazette*, November, 1900, page 324). The Goldsmiths' Institute, New Cross, and the East London Technical College were founded and are maintained by the Goldsmiths' and Drapers' Companies respectively.

It would be impossible to describe the progress of the colleges and polytechnics in detail. Large sums have been spent on buildings and equipment. It was soon found that it was not economical to use the plant of the polytechnics in the evening only; so that day schools or classes are now attached to most of them. Perhaps the most noteworthy development of late in this direction is the erection by the Government in Imperial Institute Road of physical and chemical laboratories for the Royal College of Science, the cost of which will be about £180,000.

But, while the resources for the supply of a University education were thus accumulating, what of the University itself? It is unnecessary to recapitulate the oft-told tale of how the original

scheme, according to which the University of London was to be an examining body connected with certain select institutions only, broke down, and thus the degrees were thrown open to all who could pass prescribed examinations. The dissatisfaction of the London teachers with an arrangement which placed them in no special relations to the University of London led to long and wearisome controversies which extended over the greater part of the period under consideration. Two Royal Commissions were appointed to consider and report on the whole question. Lord Selborne's Commission reported in 1888, Lord Cowper's in 1894; but it was not till 1898 that the University of London Act became law. A Statutory Commission, of which the Chairman was Lord Davey, thereupon framed a constitution for the University, in accordance with certain principles prescribed in the Act. In 1900 the seat of the University was transferred to the Imperial Institute buildings, South Kensington, and in the October of that year the new Senate met for the first time. The constitution of the reorganized University is complicated. The supreme body is the Senate, consisting of fifty-six members, who include the Chancellor, Vice-Chancellor, and Chairman of Convocation, thirty-two representatives of the teachers and graduates, four Crown nominees, and representatives of the County Council, of the principal colleges, and of other important bodies. Special relations are established between the University and twenty-five of the principal colleges and medical schools, all of which are called "schools of the University"; but the Senate may recognize teachers in other public educational institutions. Two classes of students were created. The old system of examining all comers is maintained, and the candidates for the degrees given on examinational tests only are called "external students." Students studying under teachers appointed or recognized by the University are called "internal students." Provided they attend for three years an approved course of study under recognized teachers and pass the requisite examinations, they obtain internal degrees, which are thus evidence not only of attainment, but of a prolonged course of study under academic supervision. It is particularly provided that "no disability shall be imposed upon any internal student by reason of the approved course of study pursued by him being or having been pursued in the evening only."

The teachers of the University are divided into Faculties and Boards of Studies, which the Senate is bound to consult on educational matters, and arrangements have been made which it is hoped will mitigate the well known evils of examinational systems. The examinations of the schools themselves may be accepted in lieu of the Intermediate Examinations, and every effort has been made to secure that all phases of thought in the University shall be represented in the papers set for the degree.

The task undertaken by the Senate has been a very heavy one. The reorganization of the staff of the University consequent on the new duties imposed upon it and the removal into new premises, the remodelling of the Matriculation Examination, the creation of the courses of study and all the varied regulations for the new internal students, the taking over the work of the London University Extension, and the establishment of a School-leaving Certificate, the organization of new Faculties in Theology, Engineering, and Political and Economic Science (with which are included Commerce and Industry)—these are a part only of the work which has been done, and which could only have been accomplished with the unsparing help of the teachers. The constitution of the University has necessarily made the task long and laborious, but it is now nearly complete without the discovery of any vital defect in the conditions under which the Senate is compelled to work.

A generous grant of £10,000 a year from the London County Council has enabled the University to begin teaching work by establishing professors of its own in various colleges. A physiological laboratory has also been founded by the generosity of three Messrs. Palmer, of Reading. Post-graduate and advanced intercollegiate lectures have been established in many subjects. University College has expressed the desire to be incorporated in and managed by the University, and £150,000 has already been promised to achieve this end. The medical schools of London are anxious to place the whole of the preliminary and probably also the intermediate teaching preparatory to a medical degree in the hands of the Senate.

A great scheme is under consideration for co-ordinating and improving the teaching of technology in London, in relation to which it has been officially announced that a Commission will be appointed in the spring to consider the future of the Royal College of Science. King's College and Bedford College have taken active steps to increase their funds. The Drapers' Company have promised £30,000 in aid of the incorporation of University College. The Goldsmiths' Company have presented to the University the Foxwell Library of economic literature, with £10,000. The number of candidates who enter for the examinations and the number of internal students are increasing rapidly, and last year a hundred and seventy graduates of other Universities enrolled themselves either as candidates for the lower degrees or as post-graduate applicants for the Doctorate. There are many difficulties still to be overcome, chief among them lack of adequate funds; but it is not too much to say that the University of London is now working harmoniously and in close relationship with every institution in London in which education of a University rank is given, that the institutions and their teachers are drawing closer to it, and that this great alliance is attracting an amount of public interest which University education in London has never before received.

THE FADING INFLUENCE OF *LAISSEZ-FAIRE.*

By MICHAEL E. SADLER.

A GREAT change has gradually crept over our English way of thinking about the duty of the State towards the work and welfare of secondary schools. The old tradition of *laissez-faire* has evidently—for the time, at any rate—lost much of its power. Most people nowadays seem disposed to think that our Government might well do more to improve secondary education than it has been willing to do in the past. In short, the presumption against State action is not nearly so strong as it used to be. When *The Journal of Education* began its career speakers used to please public meetings by pointing to the absence of State control over secondary education in this country as a proof of the individual energy and self-reliance of Englishmen, and of their manly dislike of State interference with their private concerns. But now the wind is in another quarter altogether. Secondary education is discussed as a public service, and therefore as rightly coming under national superintendence, if not actually under national control. Twenty-five years ago there were people who still spoke of the State-aided elementary schools as having what they called "the State taint" upon them. But in the meantime our ideas have changed; the word has gone out of use. Many secondary schools and Universities receive grants from Government, but no one thinks of them as being "State tainted" in consequence. In fact, we have got a new attitude of mind, and within quite recent years have come to regard State action in educational matters from a fresh point of view.

What have been the causes of this remarkable change in English opinion? Are those observers right who, either with alarm or with glee, regard it as one of a hundred symptoms that the nation is drifting steadily into socialism? Were Mr. Herbert Spencer's fears of "the coming slavery" founded, after all, on fact?

II.

For my own part, I do not think so. Theoretical extremes in matters of government are not long to the taste of the ordinary Englishman. His political philosophy, like Montaigne's view of things, is "divers et ondoyant." He zig-zags along with unsteady gait, regardless of consistency, now heading to the right and now to the left, following what he believes to be his interest and paying very little attention to what the theorists are saying about him. Obviously he often makes mistakes: he is apt to get sick of the moralizings of his old guides, and to take a fancy for new ones. But, on the whole, he has shown a pretty sound instinct, and he seems to smell the future. He does not hand himself over body and soul to any doctrine, whether it magnifies the rights of the individual or the rights of the State, and he disbelieves at least half of what any theorist tells him. However far he may seem to be going towards socialism, he will be careful to keep open a way of escape. Even if his keepers lock

the doors behind him, he will break through, when the time comes, after all.

And it must be admitted that some of the preachers of individualism sadly overdid their case. It would have been hard to hold fast to the faith in unfettered and unaided *laissez-faire* if one had been part of the "crowded audience" which in 1848 heard Mr. Miall argue at Crosby Hall that "the care of the mind does not fall within the range of the duties of government, and cannot be assumed without injuring the people it is professedly taken up to serve," or Dr. Hamilton declaim against the new Minute of the Committee of Council on Education as the "Grecian monster-toy" which would bring destruction into the heart of the State. Nor in 1868 would one have felt any greater confidence in the wisdom of mere *laissez-faire* after reading Mr. Robert Lowe's pamphlet, "Middle Class Education: Endowment or Free Trade?" in which he argued (in spite of the fact that the State already gave grants to elementary schools and for drawing) that, when you came to secondary education, Government grants were a form of economic unwisdom, and "ranged themselves within the same principle as bounties paid on English manufactures or duties imposed on foreign goods for any purpose but that of revenue." "Teaching," he wrote, "is a trade, and not a very intellectual trade. Who can doubt that, for efficiency of instruction, a person working for his subsistence, conscious that his all depends on it, and exposed to an active and increasing competition, will prove a very superior educating power to one discharging a duty for which he receives a fixed remuneration." The notion that good quality in any kind of work could only be secured by unrestricted competition obsessed the minds of some English writers who had grown up in the first flush of the victories of free trade. But the extravagance of their theories prepared the way for the inevitable reaction. If the socialists press their doctrine too hard, individualism will begin to win back its ground again.

One of Mr. Lowe's fallacies lay in the hard and fast line which he drew between elementary and secondary education. He evidently thought of elementary education as being for the poor, and secondary education only for the "middle-class." But the new point of view is that it is the business of the State to keep open the ways of intellectual opportunity from the bottom to the top of the national system of education, in order to secure as much as possible of the advantage which accrues to a community from making the best of great abilities however humbly born. Those who take this view cannot rest satisfied with the refusal of Government aid to secondary education. They regard the latter as being, in part, a necessary outcome of the extension and improvement of elementary schools. And, therefore, they claim for it State supervision and a measure of State aid. Thus by a sort of capillary action the idea of State intervention rises up from the level of elementary education, to which Adam Smith would have confined it, to the higher stages of instruction, secondary and academic.

No doubt, if it had cost less to supply a good kind of secondary education, the intervention of the State would have been much longer deferred. But the cost has become so great that, if the schools are to be really accessible to the children of parents with narrow means, some aid from public funds is indispensable. And the expense grows greater. In former times, when the secondary school was but the gateway to a few literary callings, a much narrower curriculum sufficed for it than it needs to-day, when it has become a place of preparation for all the higher responsibilities in our complex modern life. It will be remembered that, when the agitation for State aid to English secondary schools began to assume serious proportions, large numbers of those schools had already found that their existing endowments and other resources were inadequate to meet the new demands which were being made upon them. At the same time, many of the secondary schools were beginning to feel the competition of the higher-grade Board schools—a competition which was largely supported out of the rates. It is not surprising, therefore, that many governors and head masters of secondary schools were active in pressing on public opinion the need for further action on the part of the State. Their arguments met with a ready response from those students of public affairs who realized the value and importance, from a social, economic, and national point of view, of an efficient system of secondary education. The need for great improvements in our secondary schools had become urgent. Curricula required re-adjustment. In many schools the methods of teaching needed revision and reform. In some cases the fortunes of the local grammar school excited but a feeble interest among the members of the community which it served. There were few signs in England of that keenness of educational interest which in the United States has caused the numbers of pupils in secondary schools to increase five times more rapidly than the population. Hence many people felt the need for more rapid improvements in our secondary education than could be expected to come from the slow growth of local and private interest unstimulated by legislation and State aid. These were some of the practical reasons which led to the demands for the more active intervention of the State.

State aid, however, and State intervention were not new things in the history of English secondary schools. The Public Schools Act of 1868 and the Endowed Schools Acts of 1869 and 1874, together with the proceedings of the Charity Commissioners under the Charitable Trusts Acts and the Endowed Schools Acts, had been signal instances of State intervention in the sphere of our secondary education. The grants for science and art teaching from South Kensington, and local subsidies under the Technical Instruction and Local Taxation Acts, had already established the precedent of public aid to secondary schools, though in a manner so restricted by legal conditions and so one-sided in operation, as to cause injury to the interests of liberal culture by inducing, in many cases, undue neglect of the teaching of the humanities. What is new in the present situation is the disappearance of much of the old dislike of State interference *per se*. English people seem prepared, if not to welcome, at any rate to sanction, State action on a scale which would formerly have excited great opposition. A change seems to have come over our habit of mind. The fear of the State as an active agent in our higher education seems to have lost much of its former power. What are the causes of this psychological change?

Some would say, perhaps, that it is one of the indirect results of industrial and commercial competition. Just as the industrial warnings of the Great Exhibition in 1851 had led to the establishment of the Science and Art Department in 1853, so, it may be argued, did the growing pressure of foreign competition in our commerce and industry lead to the appointment of the Royal Commission on Technical Instruction in 1881, and, from the report of that Commission and from the subsequent activity of the Commissioners, there followed the passing of the Technical Instruction Act in 1889, the educational clause in the Local Taxation Act in 1890, and thence the various developments which have led to the present situation. There is evidently much force in this explanation. The industrial and commercial competition of foreign countries has been, so far as it goes, a *vera causa* of a good deal of the educational activity in England in recent years. But it alone does not explain the change in our attitude of mind towards the State. It accounts, perhaps, for the increasing readiness with which English men of business are now admitting the need for improved secondary education as a preparation for higher technical instruction. A good deal of the industrial and commercial development of Germany may be traced to the work of the secondary schools and to those of the technical high schools, for the studies of which the secondary schools afford an indispensable preparation. But the United States are a more formidable rival than Germany in the sphere of industry and commerce. And, though it is true that within recent years there has been a remarkable development of public secondary education in the United States, there is but little likeness between the organization of State control in Germany and the public superintendence of education in America.

The decay of the older doctrine of *laissez-faire* in England seems to be due to deeper causes than to the pressure of industrial and commercial competition, which, indeed, if acting alone, would have stimulated individual energy and with it the theory of individualism, rather than have led to a demand for State organization and to the diffusion of ideas of collectivism. The tendency to lay stress on the claims of the community rather than on the rights of the individual is manifest in recent thought on social questions. For a long time, however, the tradition of individualism, or, rather, the belief in the unwisdom of State control, persisted in our secondary education, because secondary education had been the special territory of the middle classes, and the English middle classes were the real champions of the doctrine of *laissez-faire*. If we trace the matter back to

its roots, we find that the reason why so large a proportion of the English middle classes resisted State interference was their fear lest the State, if it had the power, should impose upon them ecclesiastical ideas and a form of Church government which were repugnant to their convictions. Hence, as education is so closely concerned with ethical principles and with questions of social discipline, the English middle classes kept a great deal of that part of education which especially concerned them under their own private management and in their own hands. This was the real reason why for many years so little could be done to organize English secondary education on a public and national basis. But with its great increase in wealth the English middle class lost much of its class-consciousness and sense of separate identity. It mixed with other classes. It assimilated their ideas. It travelled far from its old point of view. Unconsciously it had ceased to attach great importance to some principles which had once been regarded as fundamental. It felt its own need for a wider outlook and for a more liberal education. It realized that the Church of England had on its part lost much of its punitive and penal power. Some of the causes of theological dissension had faded into insignificance. And thus there set in a process of deliquescence in which much of the old tradition of *laissez-faire* and of antagonism to State action in education slowly melted away. And a wide door was open for the entrance of new ideas.

Those ideas were not long in pouring in. For nearly a century they had been waiting their opportunity. Chief among them was the idea of the highly organized State. This is the conception which has never failed to appeal to the imagination of many thoughtful Englishmen. It holds out hopes of order, of permanence, of strength, of wise adjustment of means to ends, of directness of aim, and of clearness of organization. Through the welter of our Industrial Revolution this idea of the highly organized State was never long without a witness. S. T. Coleridge fell under its fascination. Carlyle preached it in the "Latter-Day Pamphlets." Ruskin adopted it, with special reference to national education, in the preface to "Unto this Last" and in some letters in "Time and Tide." And as the old order of English social life slowly broke up under the influence of economic and intellectual change an increasing number of the younger generation felt themselves drawn into sympathy with this ideal of political and social reconstruction under the active leadership of the State. By one of the ironies of literature, Mr. Herbert Spencer's description of a society as an organism forming an aggregate of mutually dependent parts turned the thoughts of many of his readers in the direction of the State organization of natural life, in spite of the same writer's earnest warnings in "The Man *versus* the State" against the socialistic tendencies of the time. It is in Germany that the idea of the highly organized State has been carried to the furthest point of practical efficiency in modern times, and, while German political philosophy was most influential with Coleridge, it is German economic and educational organization that has appealed most forcibly to men of our own day. Many of those who most oppose the policy of Germany, as it is believed to affect our national interests, are most under the influence of German ideals of national organization.

III.

Thus the popularity and the power of the doctrine of *laissez-faire* have slowly faded away. Will this change in the currents of English opinion result in some attempt to bring about a closer organization of our national life by means of the compelling power of the State? It may be so; but, so far as our secondary and higher education are concerned, State control is still in a rudimentary stage. What the schools are asking for at present is money rather than organization. If State organization were seriously tried, it would excite formidable opposition. The most important and influential secondary schools in England are not under compulsory inspection. With regard to their curricula, or internal arrangements, or their fees the State has practically nothing to say. So distinct from the public schools and preparatory schools are the secondary schools in Divisions A and B under the Board of Education that we practically have in English secondary education to-day the state of things recommended by John Stuart Mill in his Essay on "Liberty"—the education established and controlled by the State existing rather as one among many competing experiments than as a Government monopoly. This fact enables a secondary school which feels that it is being educationally injured by the curriculum imposed by the State to make a much more effective protest than would be in its power if all schools alike were under Government control. It can point to the better results obtained by schools enjoying freedom from the regulations to which it objects. Nor has the legislation of the last few years been at all uniformly in the direction of centralized State control over English education. Much of the new control is largely decentralized, and it is at least arguable that we are moving much more in the American direction than in the German.

Great indeed is the need for a national effort on behalf of secondary and higher education in England. No people needs a better educational system than we do if we are to maintain the fruitful varieties of our national life, to combine intellectual stimulus with the training of character, and to equip the rising generation with knowledge and skill required for the economic development and wise administration of our Imperial domain. A necessary part of any such national effort will be the provision of much larger funds from the Treasury in aid of secondary and higher education. With these funds must go some form of State supervision in order that their right expenditure may be guaranteed. But any rigid form of State control would be unsuitable for England. Any attempt to curtail the freedom of developments of diverse intellectual, spiritual, and social ideals among us would be bitterly resented and would ultimately be thwarted by the resistance of some large and influential minority in our midst. The chief task which lies before English educational statesmen at the present time is the working out of a new alliance between the Central Authority of the State, the Local Authorities, and the individual schools. State monopoly in education is open to all the objections which Tolstoy urges against it. *Laissez-faire*, the other extreme, fails to evoke the national spirit and, to the great loss and injury of the State, neglects the interest of the rank and file. In England there is now an excellent opportunity for a system of educational administration so framed as to combine the sanction of the State and the special knowledge of the Local Authorities with sufficient self-government on the part of the endowed schools and with the more efficient forms of private initiative.

THE INSPECTION OF SECONDARY SCHOOLS.

HOPES AND WARNINGS.

By SOPHIE BRYANT, D.Sc.

INSPECTION is rapidly taking the place of examination as an external test of the efficiency of schools. I have never joined in throwing stones at that system of purely external examinations which has played such a large part in developing scholarship, as well as in opening the doors of the public services to the unprivileged classes. Nor do I think that the time has come, if it will ever come, when it would be salutary for the privileged —the well born, the well bred, the carefully educated—or fair to all the others, to substitute for the system of impartial tests a system based on any kind of privilege, even the privilege of having been educated in the most approved manner in a school "recognized" by the Board of Education. Nevertheless, the fallacies and the evils involved in judging the merits of a school by the success of its pupils in external examinations are undoubted. They are too well known to need recital here. It is quite another thing to test a school by special examination of the scholars in it, and, viewed merely as a test, this means is certainly effective. The objections to its regular frequent use are, however, very weighty: it harasses the sensitive teacher with nightmare fears of the examination result; it confuses his judgment and hampers his initiative, even when his aim is clear and his will strong. By moderation in its use and the development of co-operation between teachers and examiners, these ill effects can no doubt be reduced to vanishing point. There is a problem to solve here, and it would seem to be not at all difficult of solution. As things have been, however, the examination test has shown up all its seamy side, and the hopes of the educational world are set on inspection as the substitute.

The inspection of schools, as we understand it, extends to all the conditions and appliances of education in the institution concerned. We might almost say that it extends to all the conditions of life: cheerful, wholesome conditions, as well as appliances for physical development, come within its purview. Every condition of life, however, affects education; and, indeed, it is to be hoped that inspectors will, as occasion arises, comment on excess of luxury and amusement, as well as on defect of comfort and good cheer. There is nothing in the life of the school, from the governors' administration of finance to the domestic economy of the kitchen, on which the Board of Education, through its inspectors, does not undertake to pass criticisms and advise. And this is right, though there might easily be too much of it, in which case inspection would lose its educational popularity.

The central business, after all, is inspection of the teacher; the most critical question is: Are the pupils well taught? The "boom" for inspection marks a distinct rise in the evaluation of teaching and the development of everyday ideas as to the skill involved in teaching well. Under examination the learner is everybody; under inspection the teacher takes his place. The parallelism is tempting: the patent danger in examination is encouragement to sham learning; is there no danger that well seeming teaching may likewise conceal real ineffectiveness? I mean, of course, in the long run, not at first; and, moreover, the warning might be expressed more generally. Greatly as I rejoice in this growing public consciousness of the value of teaching as a highly skilled art, I think there is considerable danger that the idea of the end for which this art exists may be obscured by the idea of the means. No child has indeed been well taught unless he is well learned, so far as his powers go; but, if we look to the teaching only, he may seem to be well taught. Hence the usefulness of keeping our old instrument of examination by us as a possible auxiliary. The combination of examination with inspection—or, better still, as urged by the University of London, the occasional revision of the school examinations results by the inspectors—has much to be said for it.

More important, however, it is to note that all dangers of this sort tend to vanish as the essential character—I do not say characteristics—of good teaching comes to be more thoroughly understood and realized by all concerned. As we all get deeper into the reason of a thing two results follow: individual fads, theories, and so-called experiences become merged in the unity of truth; and all serviceable tricks of method, manner, and personality come to be estimated just at their worth—not more, not less. It is the essential character that matters, not all these characteristics in which it is with much diversity expressed and about which we never shall—and, perhaps, never ought to—agree. This one thing most needful, I venture to suggest, is to realize the naturally autonomous nature of all effective learning, and to realize this vividly, powerfully, continuously in every movement of the teacher's work. When this is realized each lesson becomes a problem, each experience an illumination; methodology falls into its proper place, self-satisfaction disappears, and respect for differing opinion increases.

Time forbids to enlarge on this theme. It cannot be said, however, that we are, as a whole, sufficiently possessed of the idea—say, rather, pervading sense—of the learner's intellectual autonomy in all its length and breadth and precise accuracy, so that for us "all teaching is self-teaching" as exactly understood. Now, so long as there is obscurity on this point, and its consequences in the minds of inspectors and teachers—the former more especially—inspection will be uncertain in effect; there will be friction between heads of schools and inspectors where particular ideas of method clash, and there will be excessive fraternization otherwise.

On second thoughts, it is perhaps necessary to go a little further into the matter. The theorizing inspector who is profoundly convinced that teaching is only a means to the self-teaching of the learner might be the most particular *doctrinaire* of them all—as, for instance, in his uncompromising adherence to his own particular form of "heuristic" method. So much depends on the way we draw our inferences. In fact, we must all get well down towards the bottom of things before we can understand each other. The easy thing is to proceed by saying: "*This* is the way children teach themselves, because this is the way the race has taught itself; therefore," &c. But human nature is more complex than that; the modern child is not the primitive man. Moreover, the race had many more possibilities in it than the actual line of history which it took. The harder thing is to get a firm grip of our principle by the study of human nature, its possibilities, and its destiny. In order to reach that sound *consensus* of educational principle which is required, no less will suffice than that all concerned in the immediate direction of school procedure shall possess and be possessed by a sound philosophy and psychology of education. More especially is this needed in the inspectors. Otherwise, as the system develops and extends, we shall have confusion of advice and exaggeration of detail in method, with consequent inconsistencies. Instead of this, we should have, with unity of principle, that sympathetic tolerance of other people's views and experience as to the treatment of subject matter which is so potent a factor in the development of true opinion.

The inspector of this philosophic type has no more in common with the empirical schoolmaster than he has with the *doctrinaire* educationalist. Mere experience in teaching, desirable as it is, does by no means suffice to make a sound inspector. Few things could, indeed, be worse than to let loose on the schools a band of ex-schoolmaster empirics, skilled, indeed, in the use of such recipes for learning as they have themselves for years administered, but with no adequate sense of the vital problems involved, and no eye for the modest wisdom of the unobstrusive teacher who yet moves children's minds. There is nothing more important than that the inspector should enter each new school and listen to each new teacher with an open mind, prepared to learn something new about the possibilities of learners' intelligences and the successful treatment of them. Perhaps the worst error an inspector can make is to form his judgment of a school's work before he sees it working, on information about curricula, text-books, and the distribution of school time obtained on paper beforehand.

The Board of Education, the Universities, and the Local Education Authorities are now devising, and have in part already devised, machinery—largely new machinery—for inspecting the secondary schools of England. If the work itself is done well, the educational gain will be enormous; for the wise inspector, coming in contact with wise teachers wherever they may be, has his wisdom reinforced by theirs, and thus in advising others he acts as a centre of connexion and development in educational opinion. The opportunity is great, and the time is propitious. The belief in teaching as a skilled art has steadily gained in popularity of late; and, at the same time, we have all grown more alive to the truth that skill in every art demands scientific knowledge of its ends and means. We have every reason, therefore, to hope that, if the inspecting bodies "hasten slowly," and seek not to undertake more work than they have staff for at any time, the right men and women will be forthcoming as they are wanted. This slow development seems to be the policy of the Board of Education; not, of course, for the sake of its slowness, but because of the great care taken to choose inspectors wisely for each piece of work. It happens, too, that inspection is costly to the schools, and it is doubtful how far the Local Authorities will be inclined to spend largely on it. As for the Treasury, it looks askance at the whole affair. All this may be a blessing in disguise. At any rate we are not likely to go too fast, and, if the benefits of systematic school inspection prove to be all that we hope, public opinion will in some way quicken the pace by-and-by.

WHAT IS INSPECTION?

By ARTHUR SIDGWICK.

READERS of old *Punches* will remember, far back in the middle of last century, the crusty old Tory who resents a reference made in his presence to railways, and exclaims: "Railways, sir, railways? I *hate* them, and I shall be very glad when they are done away with!" I have often felt that the modern representative of this fine old fossil would transfer his hatred, and his pious hopes, to education. "Education, sir? I'm sick of education; and I shall be very glad when it's done away with!"

I only wish to say that, having been to many conferences on education, to committees, school speeches, Extension meetings,

and the like, I have both suffered and inflicted many woes incident to the drouthy handling of that subject, and, in consequence, have much sympathy with the protest of my imaginary objector ; and, in the few remarks I shall offer on the point of which I have rashly undertaken to talk, I shall have the fear of this critic before my eyes, and do my best to appease him, or, at least, to temper the wind to the shorn lamb.

The inspection of secondary schools, as educationists well know, is the creation of the last few years. The Government inspections date from the Board of Education Act ; and the University bodies which deal with schools (in Oxford the Local Examination Delegacy and the Joint Board) have during the same period instituted systems of inspection, of which a few governing bodies of schools have availed themselves. It is noticeable that in this matter, as in using the new opportunities of training, the women and the girls' schools, being less committed to traditional procedures than the men and the old-established boys' schools, have been earlier in the field. My only excuse for venturing upon this ground is that I have recently conducted a few of these inspections—all of girls' schools or "mixed" schools—for the two Oxford Delegacies, for private governing bodies, and for the Board.

What is inspection? First, it is not the same as examination, with which it is still constantly confused, sometimes even in quarters which ought to be better informed. Of course, they cover, to some extent, the same ground, since the aim of both is, broadly speaking, to form an estimate of the efficiency of the school. The essential difference is in the *nature of the evidence* on which that estimate is based, and consequently in the *attitude* of the inquirer. The examiner sets papers, reads and marks the answers, and brings out lists and awards prizes or scholarships. He judges the completed product. His estimate of the pupil's proficiency and comparative merits, supposing him competent, is sound ; at any rate, the evidence is first-hand. His estimate of the *teaching* is necessarily second-hand and inferential ; and, though he cannot help forming it, and his verdict may often be helpful, it may also be mistaken and unjust. He is judging the finished product ; and, if he adds to that award a judgment on the process and the raw material, without any direct knowledge of either, he is speaking without book. The danger is real, as many school teachers know to their cost ; but it is visibly decreasing as experience grows and as closer attention is paid to the problem of estimating justly the work of schools.

On the other hand, the inspector's evidence is of a wholly different character. He visits the school ; hears all the teachers give lessons ; notes the condition and suitability of buildings, fittings, school plant, playground, arrangements, curriculum, and all that goes to make up school life. He learns about the difficulties of the school, the class of children who come, the age of entrance and exit, the qualifications of the staff, their salaries and hours of work ; he sees the pupils at work, at play, at drill, in the singing class, in the gymnasium, in the laboratory, in the corridors, the dining hall, the boarding houses ; he studies the time-tables, the syllabuses, the school books, the old exercises, the lists of honours, the record of school "speeches," the school magazine, the reports of recent examinations ; during the days of his visit he talks to all and sundry, and does his best to get at least some coherent and proportioned view of the real life and "atmosphere" of the little community.

Besides all this, there is another responsibility in some cases laid upon the inspectors—namely, to consider the scheme under which the school is administered, the character and efficiency of the administration, and, in particular, to review the finance. It is obvious that this is a perfectly separate problem and requires a specially trained inspector. As far as my experience goes, the only body which undertakes this "administrative" inspection is the Board of Education ; and it is always done by one of the Board's own inspectors. But, speaking as a senior inspector who has had to draft reports, I may say that not only have I found these administrative reports exceedingly instructive and interesting, but I am clear that they have been calculated to be of the greatest service to governing bodies—especially where a school is in the hands of a body of local notabilities, who may be admirably chosen from the point of view of their personal local influence, but who may, in the matter of financial and administrative control, require expert assistance and criticism.

But, apart from this special form of inspection, which no school ought to require except at fairly long intervals, the demands made on the ordinary inspector may seem such as no single human being could adequately discharge. I have more than once heard a description of inspectors' duties, similar to the one I have given above, ridiculed as preposterous and impossible ; and once I had the amusing experience of hearing such a programme denounced, at a small discussion meeting, in the presence—unknown—of the man who had drawn it up.

The answer is a little complex, but it is perhaps not difficult to put the main points. In the first place, we must distinguish : the main business of the inspector is to hear teaching and to note the general conditions under which it is carried on. The lessons should be, as far as possible, ordinary lessons in the term's course. Half an hour in a schoolroom, the visitor sitting quietly (it is often well to sit *behind* the pupils) and watching, is frequently sufficient for him to form a good idea of the sort of teaching, the sort of pupils, the qualities of the teacher, and the suitability of the room-fittings, &c. This process, continued during the school hours of the days of his visit, leaves a gradually accumulating impression of the general character of the school work. It can be strengthened and corrected by talking to the teachers and the head, by a second visit to any class where he has doubts, and by an evening revision of written work in the various subjects. He will have to make every allowance : for nervousness of teacher and pupils ; for the disturbing effect, in other ways, of his own presence ; for accidental bad luck in the lesson chosen or other chance, such as every teacher knows, which may make a special lesson less successful than it was meant to be. When school is over he can get much informal talk with the teachers or with the head, which will not only help, as I have said, to correct impressions of the class-room, but will be full of suggestion as to aims, methods, purpose, persons, difficulties—all invaluable aids towards making these impressions true and just, and extending the ground covered by his judgment.

But, it will be said, if no one teacher can teach more than one (or two) subjects, how can one inspector judge them all? The answer again is manifold. In a large school, asking for a complete inspection, there may be four or five inspectors, say, in modern languages, in science and mathematics, in classics, in history and English, in the kindergarten or junior department. But obviously it may often be possible to rearrange these in fewer groups, without loss in any way. In small schools, where only one inspector is possible, he still can usefully report his impressions on the whole, if he is careful to know his own limits. As in any specialized business, a competent man's knowledge is not confined to his department ; and, if he judges where he is ignorant, he is not competent. I must repeat, it is *methods*, not details, whereof his judgment is asked ; and a good man, while carefully defining his own sphere, may be acquainted with the method required outside that sphere, and be helpful. Much of the work in all departments, it must be remembered, is elementary in the junior classes ; and, though it is quite as important and difficult work to the teacher as the higher standard would be, an inspector who has studied methods will be able to include much of this work among the materials for his general impression of the school work and efficiency. In the near future all secondary inspectors will be trained men ; and no competent inspector, trained in the best modern systems, will be at a loss, in inspecting an ordinary secondary school, to form sound impressions and give useful hints on several of the subjects there taught, if not on the whole curriculum. Meanwhile, in the transitional period, where we stand to-day, and where the system of inspection is itself still largely experimental, since trained men of experience are difficult to get, the authorities are probably right in preferring the experienced but untrained inspector to the trained and inexperienced.

There is, moreover, a whole class of difficulties often found at a secondary school, where an inspector who takes his work in the spirit I have tried to describe may be of the greatest service to education, quite outside the actual effect—which is often slight—of his written report. It should never be forgotten that a town school is pretty sure to suffer from the ignorance of parents, from local gossip, whether intentionally or unintentionally mischievous, and sometimes even from faddy, obstructive, or capricious governors. The children, being day scholars, chatter at home about their school : the parents (especially *idle* parents) grumble, or spread rumours, or even proceed to actual hostilities. The life of the teachers—particularly the

responsible head teacher — already over-full of work, supervision, and anxiety, may easily become unbearable. I am speaking of things I know; and any experienced head teacher will confirm my details from his or her own knowledge. An inspector who does his best to understand local difficulties will often find, among other normal or remediable defects, that what the teacher wants most, and gets least, is encouragement. I should almost venture to say that the local reputation of a school visited by an inspector is more often found below than above its merits: for, though, of course, there are well-to-do schools which are frauds, these do not often, for obvious reasons, come under the inspector's eye. Where encouragement is wanted the inspector, though only a casual visitor, here to-day and gone to-morrow, has nevertheless a real opportunity of giving a kind of encouragement which does not disappear at his departure. He can praise good work liberally both in spoken words at the time and in the written report. He can recognize struggling attempts at improved method, which are fighting, maybe, an uphill battle against carping parents or ignorant governors. He can give oral hints in private, which might, if included in his report, either be ignored or be misunderstood, or even provide a weapon for the school's enemies. He can often in the report, when he has got to understand the difficulties of the school, give a turn to a phrase or judgment which will help the struggling efforts at the better and checkmate the ignorant outside critic, whether mistaken or malignant. At any rate, he should realize that he is there not only to praise the good and blame the evil, but to detect the seeds of good and encourage it. He should professionally enlist, to apply the striking words of a modern writer, in "that great army of Encouragers, which makes the world go round."

THE SCHOOLMASTER IN A/C WITH THE BUSINESS MAN.

By J. L. PATON.

"I'VE brought you my son. I want him to follow my line of life. I'm a butcher, I am, by trade, and I want him brought up to be a butcher."—Such is the problem as it presents itself to a head master when butcher *père* introduces his predestinate butcher *fils* for the first time to a secondary school. This is where we start from, and the above remark, quoted from real life, raises in effect the whole question which underlies all discussion of commercial education in schools, viz.: How far can a school prepare a boy for business life?

It is clear that it is not the province of school to give a boy specific training for any specific business. All such attempts have, so far as I know, proved failures. The imitation counting house—the *Muster Komptoir* of the early German schools—and all such "playing at shop" is either obsolete or survives only in that land of educational curios, the United States of America. If we attempt to turn out butchers, though certain Homeric episodes would no doubt supply excellent material, and though no doubt a complete education should comprise some knowledge also of butchering, if only for purposes of carving, yet we shall, I fear, prove "sorry botchers" at the business.

And yet the nation as a whole is slowly beginning to realize that our national lack of success in commerce is due to the inferiority of our English schools and the lack of system in the English educational methods. Teachers at the same time are insisting that parents take their children away from school too soon: if only they would make the necessary sacrifice to give their children secondary education to the same extent as in rival countries, we claim that our school product would be as good as that of other countries and English commerce would not languish for lack of brains. "Les écoles nous sauveront de la décadence, soyez-en sûrs, messieurs les négociants et les industriels." What M. Ricard said to the French Chambers of Commerce in 1871, that we are saying to our merchants and manufacturers of England in 1903. It may therefore help things and clarify the issue to formulate more precisely the services which a secondary education renders, or may render, towards equipping a boy for business life.

In the first place, we may claim that school training should make a boy businesslike. It is a great mistake to suppose that boys are businesslike by nature. One of the first things we have to teach them is the difference between nine o'clock and five minutes past nine—punctuality. We can teach them smartness of movement, both physical and mental. Every teacher knows the dawdling ways of the average home-bred youth and what a portentous time he takes in such simple matters of habit as dressing and undressing. We can teach him that everything has its proper place; that, if a thing is "left about" and not put back in its place when done with, the consequences are so personally unpleasant that it is advisable to avoid the recurrence of such neglect. No one unfamiliar with the ordinary working of a boys' school knows how much of a martinet a school teacher has to be in such matters.

We can teach a boy to remember engagements. The average boy-mind will only hold one thing at a time. If he is told at 3 p.m. that he must report himself again for some special purpose at 4 p.m., every schoolmaster knows that the unregenerate boy is just as likely to forget all about it as not.

We can teach him to be accurate and definite. I know that Herbartians are loth to allow that a boy who is made to be accurate in Latin is on that account more likely to be accurate in matters of everyday concern; but they will not deny that, if in all his school-work he learns that vague, shuffling, slipshod, "something-or-other" statement will not avail, that he must be clear-cut and precise whether as to his figures or opinions or facts, and stand or fall by what he has set down, then that boy is being trained to an accurate habit of mind, which is of the highest importance in all professional and commercial life, and learning, whether consciously or not, that accuracy is part of the duty he owes to truth—that it is, in fact, truthfulness in small matters. In the same way he acquires a habit of neatness. As accuracy is the honour he shows to truth, so neatness is the outward and visible sign of the honour he shows to work. He must not write his exercise one day in pencil, another day in ink, or show it up one day in the proper exercise book, another day on a loose slip of paper. He learns method.

"Men who are truthful and punctual and precise in the execution of their engagements," says Huxley, "have put their feet upon the first rung of the ladder which leads to moral and intellectual elevation." It is a schoolmaster's business to put a boy's feet on this first rung of the ladder.

And, perhaps most important of all, he learns to put first things first. When he gets home there are, first of all, his home-lessons to be done. These must take precedence: pleasures, hobbies, social amusements must come after lessons, if at all. And so he learns the first rudiments of duty; and the path of duty, in business as well as in anything else, will be the path of glory. It means self-regulation and self-control, doing what one does not like, obedience and discipline, the faculty of co-operating with others and falling in with a prescribed order of things—in a word, the qualities necessary for any organized form of social activity. How important these things are in the eyes of a business employer may be seen from the evidence which the late Sir J. Blundell Maple gave before the London County Council's Special Sub-Committee on Commercial Education. He said that "his best business men were those who came from charity schools such as Spurgeon's Asylum or the Orphan Working School . . . they could be thoroughly relied on in consequence of their early disciplinary training."

As to the actual subjects of the curriculum, the inquiries instituted by the Teachers' Guild revealed a very substantial agreement among teachers as to what the staple subjects should be. And I hardly think business men would challenge any of the subjects. They want a boy to write a legible hand, to spell accurately and express himself clearly in his own native tongue, and to have some idea also of expressing himself in line by drawing; they want him to be accurate and quick in his use of figures; they prefer a boy who has been taught at least one foreign language, even though it is not going to be of any direct utility to him in the immediate present; and they want a boy who has sufficient general *savoir faire* to get his bearings, pick up readily what is shown to him, be *au fait* with things, tumble quickly to any new situation which may turn up—above all, a boy they can depend on for honesty, steadiness, truthfulness, and sense of duty. The only subject which I have heard business men call in question is grammar, and it is not hard to persuade them that grammar, after all, is only the science of looking into the processes of one's own mind, of seeing what

one is doing in what a small boy calls his "think part," and so of making oneself understood by other people and understanding them in turn.

And now comes the point at which the schoolmaster finds himself at issue with the business man. "The business man holds that at fourteen the boy should leave school. "The only place to learn business," he says, "is in a business house." The school teacher, on the other hand, admits at once the strength of this argument ; he admits that no amount of school training can make up for the lack of practical experience. What he argues is that the boy will learn business both more rapidly and more efficiently, and prove, in the long run, a far more useful servant in a business if, before he enters the business and his faculties become hardened and narrowed by routine, they have room to grow and expand in a freer atmosphere. It is with our minds as with our bodies. The body that is put to routine mechanical work at an early age seldom develops into the best that it had in it to become. The mind and the spirits that are burdened too early with routine office work or shop cares have not the same elasticity and vigour and freshness in after life. We are finding this out in our own profession, and the new regulations for the training of pupil-teachers show how it is being recognized. There are great teachers, no doubt, who began teaching at the age of thirteen ; but, speaking generally, experience proves that, with such a premature start, the mind becomes cramped—it gets into a rut, and for the rest of its life is "bound in shallows and in miseries." And we maintain this in spite of the striking examples with which we shall be confronted, taken from Smiles and other biographers, of leading business men who left school and began work in a mill or in an office at the age of eight or nine. Nothing is more fallacious than to argue from the exceptional case. We admit at once that native business faculty is independent of training. What we contemplate is the average boy—not genius, but mediocrity. And we have even heard the men of transcendent genius complain of the shortness of their school-days. Many of them are foremost in the public service of securing for the coming generation the privilege that was denied to themselves.

It is also relevant to point out that business is not the same thing as it was fifty years ago or more. Our industrial and commercial systems are infinitely more complex ; the strain of competition and of business life in general is more intense. A boy entering business has far more to learn and is far less likely nowadays to find anybody in the business who has leisure to teach him. The consequence is that it is quite a common thing to find clerks filling up forms of which they do not understand the meaning, and making out returns of which they do not understand the purpose. Such work is degrading to the men who do it. The second consequence is that in large business firms, when a new branch of the business or a new market or area has to be opened out, the heads of these firms have to send to Germany for the men capable of doing the work of adjustment and adaptation. And such a fact is discreditable to a country which in the past has certainly done her share in the pioneer work of the world.

Thus much we may assume at starting. The business man now asks, very naturally and properly : "Supposing, then, that I leave my boy another two years at school, what will you teach him ?" This is the point at which there has been hitherto lack of understanding between us. We are free to confess that on our side there has been shortcoming. It is an open secret in the profession that the book-keeping, typewriting, and shorthand which have figured on our prospectuses have been more or less decoy subjects added on to the programme as extras in order to induce parents to leave their children a little longer at school. Not that I have any fault with these three subjects in themselves. I would not go so far as a recent correspondent in the *Daily Chronicle*, who dubbed them "a musty trio." The criticism I have to make is twofold : first, that the training they give is a training of the fingers, whereas what England wants supremely at the present moment is a training of the brain ; second, these subjects may be useful as a supplement to the true commercial education, but they can be no substitute for it. The true commercial education must aim at something higher than the mere hack routine clerk. It is important that routine work should be thoroughly done, but it is at least equally important that there should be trained intelligence to direct it, provide it with material, and use it for profitable ends.

It is this trained intelligence at which the true commercial education aims, and which I wish briefly to outline. In the first place, it must not be put too early : it cannot, indeed, begin until the age at which most of the boys destined for business are taken away from school. It must be super-secondary, based on a good secondary education, and not supplanting it. We must not make over again with commercial education the mistake we made with technical education. When we woke up, at the last, to the necessity of providing technical education, we made endeavours, at great cost, to start our boys on it at the age of thirteen or fourteen, and found by experience that our efforts were largely wasted because our material had not been sufficiently trained and sufficiently sifted. In any attempted scheme for commercial education we must avoid this error ; the age of entry should be nearer sixteen than fifteen, and we must see to it that our commercial classes are not used as a dumping-ground for the incompetents of the school : there must be in those admitted to the course sufficient natural aptitude and sufficient previous training. The subjects of the previous training should be the usual school subjects ; they should include, if possible, Latin—though I would not insist upon it—mathematics, at least one foreign language, taught as a living instrument of speech ; the mother tongue, taught as a living instrument of culture ; drawing, together with "the usual trimmings" of history and geography. Such are the subjects, but quite as important as right subjects in these early years is rightness of method, liveliness of mind, steadiness of application, eagerness, and having one's wits about one. Against such there is no law.

As to the curriculum itself, I tried to sketch this out to the British Association. I do not feel that any one can lay down too dogmatically a syllabus of study. This is a new thing with us, and, though we may learn much from the experience of Germany, France, Switzerland, and America in the matter, and profit quite as much by their mistakes as their successes—this being "one advantage of our national habit of going slow"—still no mistake could be greater than to transplant bodily any foreign system, however excellent, into England. In this branch of education, as in all others, the new development must be organic, the native outgrowth, adapted to our national needs and inspired with the national tradition of education. Moreover, what would be a good curriculum for London would not necessarily be a good curriculum for Bradford, Manchester, Bolton, or Middlesbrough. Commerce in London is several stages removed from actual production : it is chiefly financial, and the business of exchange or depôt-trade ; and therefore modern languages and higher mathematics would occupy a relatively conspicuous place in the programme. In Lancashire and Yorkshire commerce is more industrial, and natural science would naturally loom larger. It is a matter of perspective, really, for neither should the London curriculum eliminate science, nor the Bradford curriculum eliminate modern languages.

Speaking last year at the distribution of prizes (London Chamber of Commerce Examinations), Mr. Balfour said : "It must not be supposed that the commercial developments, the great phenomena of trade, of the production and distribution of wealth, of taxation, of commerce, of all the great national and international facts which come under the study of the scientific economist, did not in themselves furnish material for as wide a culture as any other of the great sciences." He took quite a different view. He believed that in such a study there was ample scope for the most scientific and critical intelligence, for the largest consideration and generalization from the complicated effects of the concrete life of commercial communities.

The object of our curriculum is to realize this wider curriculum of which Mr. Balfour spoke. It must aim high and it must aim wide. The object of this form of culture, as of all culture, must be to extend the horizon and widen the outlook of the mind. History, which has hitherto been an affair of our own country merely, must widen out and become the history of the world, and special stress must be laid on that economic causation of history which by its silent operation beneath the surface of things provides a far truer interpretation of human life in the past than all the pomp and circumstance of war. Geography, which has been hitherto a question of where, must now become a question of how and why. It must be a matter not so much for mere memory as for reason and complex argument. It must be made real by the handling and study of actual commercial products and visits to museums,

docks, warehouses, and factories. Economics must be taught not according to the dry text-book method of the "dismal science," but starting from the actual facts of everyday city life as the boy knows it, and proceeding to wider issues by that live dialectic method which William Ellis used with such great effect. We have excellent text-books for juniors in Arnold Forster's "Citizen Readers." The mistake is that we do not follow up this same teaching in higher classes.

The machinery of business must be taught so that when a boy gets into a large office he will understand what the meaning of his own piece of work is in relation to the whole and what connexion his business, as a whole, bears to the great complex machinery of industry and commerce which supplies the need of humanity at large. The various processes of business must be handled not only in his own language, but also in French and German (or it may be Spanish or Portuguese), so that the teaching of these languages becomes practical in its purpose and application and, on that account, more efficient. The curse of "commercial French" has hitherto been that it taught the foreign equivalents for various technical terms of English commerce of which the pupil did not know the meaning in English. A proper coordination—or, as the Scotch would say, "homologation"—of the work will put an end to this unscientific and contemptible travesty of education. The same subject, "commercial knowledge," will develop on another side into higher mathematics (calculation of average and percentage, bills of exchange, and banking operations in general) and into accountancy, with all that it involves, so fundamental for efficiency in all business of whatever sort.

Incidentally, not as a special subject but as part of each subject of the curriculum, a boy will be learning one of the most useful of all subjects, that is where to look for information and how to interpret ordinary business documents and ordinary business books of reference. In short, we recognize that the actual amount we teach at school must, of necessity, be small in comparison with what the boy can teach himself, and will have to teach himself in after life. What we aim at is to give him the *appetite* to know more and to put him in the way of satisfying that appetite for himself. The purpose of commercial education is not to supersede business: business must still be learned in business: but to prepare for it, to supply boys who are better prepared for learning it, who will learn it more readily, start of course at a low wage, perhaps as low a wage as the boy who left school two years earlier than themselves, but "pick things up" more intelligently, and qualify themselves more speedily by superior judgment and superior knowledge for responsible work.

I have spoken of the specialization that is necessary. I would not have it thought that as a teacher I would approve any scheme that is not liberal in its scope. I think these subjects of higher commercial instruction themselves may be made liberal in their teaching, and, if French and German are of necessity "roped in" to subserve the commercial end, I would certainly not allow the same thing to happen to the English. It was to me one of the pleasures of this new work to get together in one class my classical sixth, my science sixth, and my commercial sixth, and read with them all together English classics, as Shakespeare, Tennyson, Burke, or Bacon. Even if the class is somewhat large and the burden of their "collected essays" somewhat heavy to bear, it is worth while for the sake of the interplay of the different types of mind on the same subject. Oliver Wendell Holmes divides minds into "one-story intellects, two-story intellects, three-story intellects with skylights. All fact-collectors who have no aim beyond their facts are one-story men. Two-story men compare, reason, generalize, using the labours of the fact-collectors as well as their own. Three-story men idealize, imagine, predict: their best illumination comes from above, through the skylight." If we are to aim high and aim wide, we must not stop our building at the completion of the second story. Our business man will need imagination and the window that opens toward Jerusalem even in his business; he will need it still more in his second and higher vocation as a citizen of his country and as a member of the Church. It will not be according to our best English tradition if the light that comes through the sky window does not enter into and suffuse the whole of our work. The great disappointment of our national prosperity has been that it has tended so much to mere luxury of living and selfish increase of material comforts, and has lost sight of those unseen things which constitute the real wealth of nations. "Industry by itself," says Mencius, "simply awakens covetousness and envy and pleasure-seeking; it makes one happy and many others yet more miserable. It is only when virtue, the higher cultivation of the spirit, makes equal progress with material culture that a people becomes truly blessed and contentment reigns in their midst."

Three difficulties confront us. Nothing that is worth doing is free from difficulties. The first is the lack of teachers. It is no use attempting anything on a large scale until we have the teachers. For this pioneer work a rare combination is necessary—special knowledge, a teaching gift (for handbooks there are practically none), and, further, a mind that is familiar with the methods and objects of commerce, that has had actual experience in the office and on 'change, that is in contact with the world of commerce and alive to the ever-varying problems which it involves in this high-strung world. The supply of such teachers is a matter to which Education Authorities, especially in large towns and industrial counties, should direct their attention. If we are to accomplish anything, we must be thinking at least three or four years ahead.

The second difficulty is the low esteem already contracted by the term "commercial education." It has been arrogated by all manner of cramming establishments and academies for the teaching of routine; it connotes a training of fingers rather than of brain; it has been "soiled by all ignoble use." The term itself has to be invested with a new and higher significance.

Thirdly, and perhaps most serious of all, is the social difficulty. It is, unfortunately, the case that England, which owes her greatness to her commerce, has never given to commerce her due rank and social prestige. The business man who is successful as a rule prefers his son to become a soldier, or enter a learned profession, or even do nothing rather than follow him in business. It is regarded as more "gentlemanly" to loaf in a London club than to earn an honest living by trade. As Mr. John Morley once said, "The English son thanks God that he has a father, but the German father thanks God that he has a son." This is a difficulty which the great English public schools could do much to dispel if they would frankly face this problem of commercial education and show that the life of commerce provides a worthy scope for the highest abilities. Meanwhile we must do what we can with the great town schools, which appeal to the less opulent strata of the middle class. The nation that despises commerce is doomed, and among the great bulk of the English people, at any rate, this sign of decadence is not found.

Such is the problem and such the difficulties that beset it—such difficulties as should rather inspire than depress, for they need only common sense and resolution and a certain measure of enterprise to overcome them. The thing needs to be done; we cannot afford to postpone the doing of it. It is not a matter of mere individual money-making: it is a matter far more of national well-being. "Then 'twere well it were done quickly."

CLERICAL HEAD MASTERS.

By T. E. PAGE.

IT is the first duty of an assistant master nowadays to realize that he is a tool or instrument. He is manufactured at the Universities, certified by the Board of Education, and then set to work by some one who has "a genius for organization" until he becomes worn out and is discarded. He may, perhaps, be allowed some acquaintance with Platonic ideas, but he should have none of his own. Nobody wants him to think—that is done for him—and still less should he venture to criticize. If he sees around him what appears to be folly and injustice, he should reflect how in this best of all possible worlds from apparent evil often springs real good. If he thinks that his own lot is hard, he should read, though he cannot subscribe, the Article on "Predestination and Election," and be still. It is not an easy lesson that he has to learn, for both conscience and intelligence must be numbed; but, for myself—the personal pronoun may be excused in a confession—after thirty years' study I had almost learned it. At least, I had resolved that a

golf-club suits a schoolmaster better than a pen, and, as a token of retirement, I was about to dedicate a time-worn quill to Truth, the mythical guardian of education. Unhappily, good resolutions rarely prosper. The editor of this journal tells me that his connexion with it now extends over twenty-five years, and asks from me, on this his silver wedding, the peculiar gift of an article on "Clerical Head Masters." That he, an assistant master, should thus have gone out of his way to serve the cause of education seems to me quixotic, or, rather, to be one of those "works of supererogation" for which his countryman Pelagius is still anathematized. In Utopia, perhaps, he would have received some distinguished honour; but in the England of to-day he is happy to have escaped Bedlam. Nevertheless, my own feeling is so strongly for dreamers of dreams, enthusiasts, and benevolent lunatics in general that at his bidding I take up once more a discarded pen.

Alas! in spite of Byron, a "grey-goose quill" is but a poor weapon against Behemoth. An abuse which had its birth in the dark ages is too dense and pachydermatous to be easily disturbed. The utmost that can be achieved is to arouse, by a sort of persistent pricking, a certain feeling of uneasiness, and of this at least there are signs. The *Church Times* has indicated a suspicion that Holy Orders do not win respect by being made a condition of scholastic advancement. Recently, too, the *Times*, to which I owe deep gratitude for publishing many letters on this unpopular theme, commented on the subject with temperate severity; while the appointment of laymen to both Lancing and Marlborough is a notable fact. But these gleams of light should encourage no rash hopes. A review, in fact, of the elections which have been made to headships in great schools during the last thirty years can only produce the conviction that the fact of a candidate being in Orders, or willing to accept them, has been almost invariably the prevailing factor in the result, and that there exists a steady purpose, wherever it is in any way possible, to ignore the changed conditions which have, during the last half century, been established in the world of education. It is now, indeed, established that teaching is not an appanage of the clerical calling, but a distinct profession. In all the Universities—though, to their dishonour, no finger is lifted in them to help schoolmasters—all clerical tests are a thing of the past, and ability, except in a few necessarily ecclesiastical appointments, is the one standard of value. In schools, if any one looks through the three hundred pages of the *Schoolmasters' Directory*, he will find that lay assistant masters outnumber clerical ones in the proportion of fifteen or twenty to one. But then let him take up a list of the Head Masters' Conference, and he will find something very different: he will find clergymen occupying all the greatest posts. He will find them monopolizing power; and when he looks at the Committee of the Conference he will discover that it consisted in 1902 of nine persons of whom only one was a layman.

There is no need to comment on such a fact. The utter incapacity of the Conference and the stagnation of educational life in our chief schools are the best comment on the value of a Committee so constituted, and afford an exact measure of its true worth. There is not any other public body possessing any semblance of authority which is so palpably and discreditably packed. That such a body should represent the controlling power of the public schools is a standing insult to common sense and a perpetual injury to education. The point needs no proving, for it is obvious. No one has ever attempted to show that the present system of electing head masters can be defended in the interests of learning. It is simply asserted that the interests of religion must be guarded at whatever cost to education. But every one who reflects will soon discover that it is not only education which suffers, and that real religion suffers along with it—exactly as it always has suffered whenever and wherever it has sought to support itself on injustice. There are, it is true, many head masters who would have won promotion in a fair field, and there are many whose religious earnestness and sincerity are beyond question; but, as matters stand, there cannot but rest on all of them a suspicion which blights and palsies their religious influence. When schoolmasters took Orders habitually a clerical head master owed his position only remotely to his Orders and directly to his personal merit. That condition of things is now reversed, and, with its reversal, ordination has become a distinct and definite means of scholastic advancement. No sophistry can obscure the fact, and the fact is fatal; for religion cannot with impunity thus place its highest trust at the disposal of self-interest. Renunciation, indeed, is of the essence of religion. The man who sets no example of self-sacrifice may presume to preach, but cannot touch the heart, and the head master who rules a community of laymen by virtue solely of his clerical office has, in securing temporal snpremacy, resigned the keys of spiritual power. Such men may, no doubt, maintain the forms of religious teaching and worship with decency and even usefulness; but they cannot claim that credit for disinterested devotion to the noblest of duties which alone quickens with a divine and spiritual grace. They are, and must be, in a false position. Instead of prophets they have become officials. And that is not the worst; for the claim that they alone can properly supervise religious teaching is tending to the establishment of a most unhappy distinction. Whereas it is of high importance that all teachers should regard religious teaching as their proper and immediate concern, the line which has been drawn between lay and clerical masters is beginning to widen into a gap between secular and religious education.

It is impossible to impress on men that they are not competent to teach religion without producing in them an inclination to neglect a task in which, they are told, their best work can only be second-rate, especially as the duty which they are thus tempted to evade is one which many sensitive men are somewhat unwilling to fulfil except under a pressing sense of responsibility—and of that they are almost formally relieved. And yet, assuredly, every one who knows anything of the life of a large school knows also that the moral and religious teaching of a school must depend in the main on the character and conduct of the assistant masters. No doubt an Arnold may have worked wonders in the school pulpit, though the effect of even the best sermons is apt to be exaggerated; but Arnolds are extremely rare, and, however earnestly and ably a head master may do his work, from sheer necessity his influence on most boys must be more distant and intermittent than that of masters with whom they come into close and almost hourly contact. The one thing, in fact, which those who care for religious teaching should aim at is to create a living interest in it among all the masters. If ever that happy result be achieved, whether the head master be in Orders or not will become of infinite unimportance; but in order to achieve it the ban now placed on laymen must be absolutely and utterly removed. The fullest measure of responsibility should be laid upon them, and, if they prove worthy, they should be denied no just promotion. They are, in simple fact, the controlling influence in the education of most boys, and the only rational course is to bestow generously the confidence which it is impossible to withhold. Trust begets trustworthiness, and suspicion ever breeds only a bad brood. If the Church understood its own needs, there is nothing it should desire more earnestly than that honest lay masters should be treated honestly, and encouraged to regard their calling as a true and real consecration. The effect would be to infuse a new and living spirit into both the educational and religious life of our schools; while, when once the law of perfect equality between laymen and their clerical brothers was established, those masters who took Orders—and may many such "never be found wanting"!—would wield an influence more pure, and win a power more prevailing, than any which they can now possess. Unhappily, no voice is raised among the clergy to plead for that justice with which religion must ever walk hand in hand, and without which neither truth nor virtue can ever flourish. Theological and ecclesiastical prejudices still, as so often of old, prove the solid bulwarks of wrong—"Et populus meus dilexit talia. Quid igitur fiet in novissimo ejus?"

REMUNERATION OF TEACHERS IN SECONDARY SCHOOLS.

By LILIAN M. FAITHFULL,
Vice-Principal of King's College, London (Women's Department).

THE twenty-five years which are commemorated by this issue of *The Journal of Education* suggest a fitting period in which to review the teaching profession for women; for it is about twenty-five years since girls' education took a new departure with the establishment of high schools throughout the kingdom.

Certain questions naturally present themselves to us—Have the promises of the past been fulfilled? Has the life offered all that was expected of it? Has it proved healthy and happy? It has been said that women have made the teaching profession peculiarly their own: has it rewarded them for the preference they have shown it? Finally, does it compare well with other kinds of work in securing them adequate remuneration? Each one of these questions would offer material for an article; it is the last with which we are here concerned.

Many of the women who were first in the field ought to be thinking now of retiring from it, and, even if unwilling to do so, retirement is probably being forced upon them as a necessity; for schools are only too ready nowadays to indicate somewhat brutally that youth is preferred to experience. We are told on all hands that a teacher of thirty-five has reached the age limit for a head mistress-ship, and as an assistant she can hardly attain to a salary of more than £150! After twenty or twenty-five years of work there would be little disinclination on the part of most women to spend the remainder of their days in peace and quietness, but, except in the case of the few fortunate enough to win the prizes of the profession, this is hardly possible without exchanging independence for dependence, competence for perpetual financial anxiety.

In appointments for men the question of provision for the future is beginning to be recognized as a factor in determining the salary, but any examination of the salaries for women demonstrates only too clearly that with them it is a factor left out of calculation. Women workers are themselves largely responsible for the present unsatisfactory state of affairs. There is still much foolish prejudice against giving particulars of salaries and of private means. A mistaken sense of loyalty also makes mistresses reluctant to furnish details concerning their salaries, though it does not prevent them from grumbling among their intimates. It has been suggested, but it is hardly conceivable, that schools object to the publication of facts concerning the remuneration of the staff, and take measures to check information being given. For a careful investigation of the whole subject an accurate table of statistics is essential, but the difficulty of compiling this is proved by the fact that when a Committee was formed in 1889 to deal with this question, only one-third of the whole body of teachers employed in high schools replied to the circulars sent out. Few, however, will be found to deny that there is general and deeply felt dissatisfaction, and, were it not so, we should deplore it. It is time that those of us who have to advise women on beginning their professional career should carefully consider whether we are justified in encouraging girls without private means to go into the teaching profession. Under the present conditions they would probably be able to read more, eat more, sleep more, and play more if they entered domestic service.

Women in every class are slow to combine, or form any kind of union to present their grievances and demand a remedy. We may deprecate agitations, but it seems to have been proved that nothing has been won for women except by means of persistent agitation. Doubtless something will be done when secondary education is organized by the State, but reform of this kind can hardly be expected for at least five years, and the matter is urgent. Complaints are many and serious and they demand attention, not only for the sake of the individual, but also for the sake of the schools. It is obviously to the interest of schools that they should be able to secure the services of the best class of working women. They need not merely educated and trained teachers, but women of cultivation and refinement. Fifteen years ago, when the teaching profession alone was open to women, it was perhaps difficult to find applicants with University credentials and training. At the present time there is no difficulty in finding a teacher with the highest certificates, but it is said to be hard to get one with the manners and bearing and speech of a lady. The fact is that high schools have abused the monopoly which they possessed, and many women who would, in every respect, satisfy requirements prefer to take posts as secretaries, bank clerks, teachers in primary schools or technical institutes, where both the work and the salary are more clearly defined.

The governing bodies of schools may maintain that the inferiority of the teacher is the cause of low remuneration, but I am inclined to think that they are mistaking cause for effect. They should have been able to retain the services of the class of women they desire to have, and to attract others beginning their work in the world, if the payment were at all in proportion to the labour and strain entailed in teaching.

If this seems an attack on what are commonly known as high schools, it is because they were pioneers, and are therefore largely responsible for the standard of payment in the profession. The large boarding schools and private schools throughout the country, which have of late become very important, have naturally adopted the High School standard of payment with certain modifications, and it is only the fees of tutors, visiting teachers, and private governesses unaffected by school rates of payment that have materially improved of late years.

The special grounds for anxiety at the present time are to be found in the decrease of initial salaries, the uncertainty of augmentation, and the insecurity of tenure. Initial salaries are sometimes as low as £70 for a trained mistress with University certificates. This is surely a disgraceful state of affairs. One school in London is reported as paying no salary above £70 to its assistant mistresses; yet more is demanded than heretofore of the teacher, in as far as training has become almost a necessity. Five years' salary will barely refund the cost of her professional education. The argument that the governing bodies of schools expend in salaries as much as in former years is rather a condemnation than a justification of themselves, for the amount should be considerably larger if the salaries of the tried teachers of long standing have been regularly augmented at stated intervals and the initial salaries have not decreased. In order to keep the sum expended at the same total, it is clear that either the higher-salaried mistresses must be dismissed—and this actually happened quite recently in one case—or that new mistresses must be appointed at a miserable pittance. This is obviously as bad for the schools as for the staff. Another very real grievance is the absence of any clear understanding concerning an increase of salary. The rate of augmentation is not fixed, nor is there any definite arrangement when such augmentation shall be given. In place of a steady annual or biennial rise, which used to be the rule, we believe, any addition is dependent on the pleasure of the head mistress or the state of the finances of the school. Even with a regular increase of £5 in alternate years, a mistress must work ten years, if her initial salary has been £70, before she will receive £100. It is hardly wonderful, under these circumstances, that few assistant mistresses attain the magnificent maximum of £150 after twenty years' work. In primary schools, with the same initial salary, a certificated assistant teacher receives £5 per annum increment up to a maximum of £110, while the expense of her training and education have been borne by the State. The following conditions, contained in a recent publication, compare favourably with those which prevail in the secondary schools. "The salary is secure and the amount constant. About one assistant mistress in three becomes a head teacher in the towns, and the salary of a head teacher will vary from £100 to £300. In the country a head mistress's salary varies from £80 to £120, but, then, nearly every fairly qualified mistress rapidly becomes a head teacher. Pensions are given after the age of sixty-five."

The question, however, of gravest moment is the insecurity of tenure. The fear of dismissal is sufficient to spoil the pleasure and seriously detract from the efficiency of a teacher's work. When it is absolutely necessary to earn a livelihood, how is it possible to avoid being perpetually worried and worn if a post may be lost for no fault or defect in the mistress, but only because numbers in the school have diminished or the expenses of equipment are exceptionally heavy? The numbers in any school fluctuate for countless reasons, but there should surely be a margin to provide for such fluctuations out of a reserve fund. Mistresses cannot be expected to put their heart into their work, and to identify themselves with the interests of the school, if they are to be subject to summary dismissal and left to account in the best way they can devise for the fact that they are without employment after many years of satisfactory service.

It is not desirable to make it difficult for a head mistress to part with one of her staff who proves in any respect inefficient, but it is desirable that efforts should be made by governing bodies to avoid an impression growing that there is no permanence in appointments, and that after the customary two erms of probation the teacher is still uncertain of her position.

While pleading on behalf of those unready or unable to plead for themselves, it is not difficult to anticipate the arguments

that will be brought forward on the other side. It will be said that in the case of a company there is a duty to the shareholders, and that a dividend must be paid; further, that certain schools do not pay, and that these absorb any surplus; and, lastly, that the equipment of a school must meet modern requirements, and that this involves considerable cost—that science laboratories must be built and playing fields must be hired, and that the funds available are small. All this is doubtless true, but it is clear that at the present time new schools are being built presumably out of capital, and it is extremely hard that schools that do not pay should live on the success of others.

Could not a remedy be found if the authorities would boldly determine to raise the pupils' fees? When high schools were first established and the measure of their success was doubtful, it was natural enough to arrange for as low a scale of fees as possible in order that people with small incomes might be attracted to the schools. But, now that their work is proved and the excellence of the results has been amply tested, it would not be asking too much if parents many of whom are able to send their sons to Eton were required to pay an additional £5 a year for their girls' education. Yet this small sum would make an extraordinary difference in the funds available for distribution among the staff. The experiment has been tried of late in a large educational institution, with some anxious forebodings at the outset, it is true, but with wholly beneficial results.

SALARIES OF ASSISTANT MASTERS.

By J. L. HOLLAND, Member of the Registration Council.

WITH the passing of Mr. Balfour's Bill of last year a long chapter in the history of English secondary education draws to a close. Thirty-four years ago the chapter heading was written "The Endowed Schools Act," and any retrospect such as this article proposes naturally reaches back to the year 1869, or, rather, to the year 1867, when the Taunton Commission issued the Report upon which that Act was founded. In those days the assistant masters were much fewer than they are now. The schools were more numerous; the endowed schools were at least half as many again, and the number of pupils was hardly more than a half of what it is to-day. In the West Riding of Yorkshire, for example, out of 64 schools only 31 had more than one master. At the present time there must be at least 200 assistant masters in the 36 endowed schools scattered up and down the Riding. In those which were large enough to require two masters, the second master was usually called the "usher," and held his appointment from the trustees. Readers of *The Journal* will remember Sir Joshua Fitch's story of the two clerics who had not been on speaking terms for fifteen years, and who were each perfectly persuaded that the failure of the school which they jointly administered was due entirely to the incompetence of the other. The usher received his share of the fees and foundation moneys, and, though his disappearance was necessary in the interests of good government, we may well regret that he took his salary with him. It is not likely that any assistant master now receives so much as the £850 which was paid to the usher at Bedford Grammar School.

Such assistant masters as there were seem to have been better paid upon the whole than their successors. "The great majority of grammar-school assistant masters," say the Commissioners, "probably receive not more than £200. In many schools salaries are frequently under, sometimes much under, £100." Here are the salaries paid in 1866 at King Edward's School, Birmingham, side by side with those paid in 1900 at a school of similar rank:—

KING EDWARD'S SCHOOL.		——— SCHOOL.	
Second Master	£907	Assistants: One at ...	£270
Assistants: One at ...	400	,, ,,	210
,, Three at ..	250	,, Two at ...	200
,, One at ...	225	,, Three at...	180
,, Four at ...	200	,, Two at ...	170
,, One at ...	190	,, ,,	150
,, Two at ...	180	,, Four at ...	140
,, Eight at...	150	,, Three at...	130

The Assistant Commissioner notes that the masters at King Edward's School were, almost without exception, "gloomy and down-hearted." The Commissioners recognized quite clearly that salaries were inadequate, but they proposed no remedy. They trusted to the haggle of the market, and were convinced that under improved conditions the evil would cure itself. They therefore recommended some form of certification of teachers; that once instituted, they said, "the general interest in education, now steadily increasing, and the demand that is certain to follow for the best teachers that can be got, will do the rest." Alas for the vanity of human wishes!

One other *dictum* of the Commissioners in this connexion is worth recording: "Men of ability are willing to take subordinate places in endowed schools, even not of the first rank, because they have a status and an opportunity by good service there of getting after a while a grammar-school mastership for themselves. They are, it is true, under the direction of the head master, but they serve, not him, but the foundation; they have a public and recognized position." The motive has slowly weakened with the intervening years; the position has been steadily sapped; for most assistant masters they hardly exist to-day. The average number of pupils per school has trebled since the days of the Commission, the number of pupils per master has diminished, and both changes involve a corresponding decrease in the prospects of promotion. Of private and preparatory schools we have more than enough; but these are blind avenues, and a head mastership has come to be like the proverbial marshal's *bâton* in the recruit's knapsack. Hardly one assistant in twelve can look forward to a head mastership worth £300 a year. As for the "public and recognized position," it is naught, like Touchstone's pancakes. In nine-tenths of the endowed school schemes the assistant masters rank with "apparatus," and by most governing bodies they are regarded as the private servants of their head masters.

With the passing of the Endowed Schools Act, and the consequent change in the status of assistant masters, a decline in salaries seems to have set in. From scholastic agents' lists of the year 1878 one finds that Honours men of Oxford or Cambridge valued their service at £130 to £200, according to their experience. "English masters," who had apparently no academic qualifications, were content to accept £80 to £100. A Fellow of St. John's, Cambridge, asked £250. I hope he got it, but I am very doubtful on the point.

In 1886 a writer in *The Journal* discourses thus upon prospects: "A University man with a full degree will get £70 to £120, with board and lodging. In five years, if worth his salt, he should be making £150 to £200. Add another £50, and we have reached his extreme limit in a subordinate position." The lower limit remains pretty much as it was twenty years before, but the usher's salary has gone, and with it the upper limit has fallen, on the average, by something like £100. The absence of properly graded schemes of salaries is to-day one of the most difficult things to bring home to outsiders. They cannot understand that, while a Second Division clerk regularly advances till his initial salary is quadrupled, an assistant master must be content to end within about £100 of where he began; and there are many men in our schools who have served as long as Jacob did for Rachel, and never been made glad with an increase.

The passing of the Technical Instruction Acts, 1889-91, and the establishment of organized science schools brought better days for science teachers. The demand outran the supply, and, as there was more money wherewith to pay, salaries quickly rose. A science master in a "secondary day school" can easily obtain £30 to £40 more than an ordinary form master. Other branches of the profession, however, were terribly overstocked, and remained so until about the year 1900.

The figures which were presented to the Royal Commission of 1896 are fairly familiar. The average salary of 251 masters in first-grade schools was just under £243; for 891 masters in 190 other schools it was just over £105. Salaries as low as £60 were reported as being paid in schools of repute. Since that time there has been no very general improvement. Last year, in thirty schools situated in large towns, of upwards of 600 masters only 10 per cent. received salaries of £200, while 20 per cent. got less than £100. The state of things in small country schools can be gauged from the budget of a typical East Anglian school published in the last report of the Board of Education. Here, of three assistants one gets £120, e

second £100, and the third £90. The other day I was told the salaries paid in a West Country grammar school. Of two masters, both resident, one, a graduate, gets £60, the other £40. In a typical North of England endowed school these are the salaries: £115, £80, £60, all non-resident. There is a fourth assistant on mutual terms.

The explanation of these miserable pittances is easy. In the first place, the Charity Commissioners, in drawing up the schemes, seem to have had no proper estimates of the cost of secondary education. In the second place, many of the schemes were the result of a compromise between the Commissioners and local governors, anxious for schools with low fees and plenty of scholarships. In such a compromise the Commissioners were bound to come off second best. No pious founder ever desired "to spare parents a burden, or to make the neighbourhood a pleasant residence, or to improve the trade there." But in many cases that is being done, and at the expense of the assistant masters. There are even schools in which the discrepancy between the fees paid by parents and the cost of the education is so great that the sum available per head for assistants becomes less and less as the school increases in numbers, and the masters pay for their present success with a promissory note upon their prospects.

The difficulty of suggesting a remedy lies in the fact that the moneys from which salaries are paid are fixed in amount. In two directions, perhaps, an increase may now be expected. Now that scholarships are lavishly provided by most Local Authorities it might be possible to raise the school fees; but there are many obstacles in the way. A more practicable step would be to throw the work of providing scholarships for deserving boys wholly upon the Local Authorities and to devote the endowments thus set free to raising salaries.

No educational problem is more radical than this; none more urgently requires a solution. The glut of qualified masters which existed as late as 1896 has been succeeded by a dearth. Men are taking their talents to other and more profitable markets—to applied science, to engineering, to the Civil Service, to journalism. Moreover, registration, with its demand for a professional qualification, will cut off those who formerly drifted into teaching for lack of other employment. The gentleman who retires to an assistant mastership as to a humble inn when his pockets are empty, and presently emerges to try another throw with fortune, will soon be our only stay. And, were it not so, were there still thirty candidates for every vacancy, the teacher has a right, as a good servant of the State, to an income upon which he can rear up children of his own, and to a modest security for the quick-coming years when his art will have forsaken him. "The greater part of mankind are bowed down by the necessity of providing for their daily wants, and seem hardly able to rise above them." And yet, for the teacher, not to have risen is to have failed; for, in the words of the latest writer upon his vocation, he has to carry on a work "absolutely requiring peace of mind, constant freshness of renewal, perfect serenity, and inexhaustible hope."

THE PUBLIC SCHOOLS; OR, 'TIS SIXTY YEARS SINCE.

By E. D. A. MORSHEAD.

TWENTY-FIVE years is a long span of editorial life. Historically speaking, it is not a short one of the life of an educational journal. Yet to those who remember the start, or fresh start, of *The Journal of Education* under its present editor the time seems to have gone by as swiftly as a dream, though it has covered the whole period which separates hopeful and ardent youth from retrospective, and perhaps disillusioned, age. But disillusion is the deadly foe of progress, and the very worst spirit in which to attack "the forts of folly," in the never-ending campaign for "popularizing"—in the best sense of that much misused term—the cause of education in England. This much, I think, may be claimed for *The Journal of Education*, that among its sins—doubtless many—it has neither yawned nor despaired; the "nothing new, and nothing true, and it don't matter" frame of mind has been either absent from its columns or present only to be heckled and derided. There is no folly, in these matters, so great as indifference; if we may repeat M. Arnold's metaphor, neither in education nor in anything else do the forts of folly collapse entirely or all at once; but the basement-stone indifference shows many signs of crumbling—in female education it has yielded and loosened immensely; in public-school education it is less and less the custom unreflectively "stare super antiquas vias," with the characteristic assumption that roads were meant and made to stand still upon. Against these illusions many men and women have striven hard in the last sixty years; according to the best of its power, *The Journal* has striven to lend them, during the last quarter of a century, its modest aid.

Why, it may be asked, fix arbitrarily on a period of sixty years in connexion with the public schools? For a reason which seems to me at once strong and obvious. It is just over sixty years ago—to be precise, sixty-one and a fraction—that Arnold "made haste to be gone," one summer morning at Rugby. His death—or, it would be truer to say, the last fourteen years of his life—forms an epoch in educational history. It is not that the effect of Arnold's work was instantly visible, in the broader sense, except at Rugby, and, by degrees, at the Universities to which his pupils went. It took long years to impress the older schools with a due sense of its importance: the older schools, including that of his own boyhood, had passed under the influence of a different theological type, and have been late and loth to recognize that an educational, as well as a moral, prophet arose in their borders. None the less, the light that changed the outlook of the public schools and the whole aspect of the educational profession was that of Arnold—

σθένουσα λαμπὰς οὐδέπω μαυρουμένη.

Never since his time has it been possible to consider with equanimity, as if it were a fixed educational principle, the misery and oppression of the younger boys, nor the moral degradation of the elder boys by the exercise of power unchartered and uncontrolled. Head masters, too, must have been, if they were men of sense and feeling, very much bored with their autocratic and unshared power, and dull responsibility to a public that was afraid of them. After all, and with no special reference to theology, Arnold's idea that a school, large or small, was bound to be a place of Christian gentlemen, with a reasonable amount of *ἰσότης* among them, has worked like leaven in the dull, dough-like mass of traditional torpor and unintelligent patriotism which passed so long, and still to some extent passes, for public-school feeling. Like all great men, he "builded better than he knew": he might not have approved all the changes which his initiative has caused—just as he could not see that Dickens's work was something more than a dangerous frivolity which drew young minds away from the study of history; that it was historically valuable exactly as the comedy of Aristophanes has been, and that the world is permanently the richer for knowing what the middle classes of England were like in the middle of the nineteenth century—this, amid his strenuous labours, he could not see: let those who sneer at his inability remember that the dwarf saw further than the giant because he stood on his shoulder. Our point is that it was by the vigorous shake, moral and intellectual, given by Arnold that the newer and humaner type of existence is dominant—we do not say universal—in every public school.

That the gain is enormous one need not labour to prove: even in the last twenty-five years it is very marked. If I dwell less upon the gain, and more upon the new dangers and difficulties, I shall not be misunderstood. In the first place, the easier and more indulged life now spent by English boys—and, beyond all question, at many preparatory schools, they are indulged to the verge of danger to health, and far beyond the verge of danger to character—is lengthening childhood, or postponing manhood—call it which you please—very observably. The old times of hardship and rough living somehow made boys into mature men at an age which we should now think that of a green freshman at the University. This phenomenon may be insignificant, from one point of view; from another, that of teachers, it is of grave importance, and perhaps too little recognized. There is a great danger lest we should mistake civilization for morals, self-restraint, and high aspiration, and think that all is right because brutality has become rare. The peril of protracted boyhood does not now lie in that

direction : it lies in being indulged at home, developing an easy-going conscience at school (where there is always some one reassuringly worse than oneself), and finding friends, and masters, who are satisfied if one is outwardly respectable and agreeable. Nothing is much easier in public schools as they now are, than to obtain, as a senior boy or as a master, a considerable amount of popularity. But it remains as difficult as ever—and, to a master, perhaps more difficult—to obtain it by really high qualities : the second-rate virtues, with a judicious toleration for the second-rate vices, are the passport to the kingdom of praise ; we speak here, of course, of results, not motives. There is nothing exceptional in this situation, but it is necessarily developed and increased by a higher standard of comfort, and undoubtedly it affects masters, both in theory and practice, as well as boys. It may be permissible to point out two or three matters in which it does so. An honoured veteran, the ex-Head Master of Charterhouse, has recently expressed an opinion that the complaint against over-athleticism at public schools is exaggerated, and that organized games have done much to diminish bullying and teasing of the weak by the strong. He is an excellent authority, and we would rather qualify than attack his *dictum*. Yet, in the days to which he refers, more than half the bullying took place in this very organization of games which he praises. The healthy, vigorous, athletic boy is commonly a good example, but a somewhat dense director of boys of another type : *they* can't play much or enthusiastically ; *he* can't comprehend how they can possibly care more about anything else.

Here, of course, comes the opportunity of the judicious master, and no doubt it is often admirably seized. But the deference of masters to athletics is certainly excessive, and the addiction of common rooms to athletic chatter and gossip does much to vulgarize the tone of the community. There is another matter, too, in which it is certain that evil arises in public schools, and passes, of course, on to the Universities, largely from want of self-denial on the part of masters. The ethics of gambling are a thorny and difficult subject, nor is it proposed to enter into them here. But it must be remembered that nowadays boys and masters live much more in common than of old, and what masters do, boys will naturally imitate—especially in exciting pleasures. Now nobody denies that card-playing for money—be it bad or good—is one of the most infectious things in the world. It used to be alleged against the Universities that they were a danger to youth in this matter, and no doubt it was often true. It is not a surmise, but a fact, that high play among public-school masters does, here and there, a good deal to inoculate boys with this particular fever. It should be remembered that striking a match is a trifling incident, but striking a match in a powder-magazine is a dangerous felony. Another evil—more theoretical than these, yet also affecting practice—has lately received some, probably unintentional, countenance from a teacher and thinker whose example has been entirely and admirably in the opposite direction. This is the duty of tolerating and acquiescing in a low intellectual standard in a great school, because the homes have a prescriptive right to set the standard in regard to such things, and therefore the school authorities must rule down their efforts to the parental humour.

Considering that a great public school is educating the parents of the future, no doctrine can well be more fatal, not merely to idealism, but even to rational improvement. Tact and good sense, of course, are required in this matter, but surely not submissiveness ! It is unfair to all parties, and particularly so to the parents themselves.

Whatever may be thought of the examples here given, they may suffice as types of the kind of difficulties that beset masters and boys at the public schools. Once in a century an Arnold clears the way for a great advance ; but we cannot expect a succession of Arnolds. All the more necessary is it that we should recognize that no complacent satisfaction with a moderate intellectual standard, and no *mere* cordiality in the relations between masters and boys, will make or keep the public schools what they ought to be.

AN Education Congress, under the auspices of several Greek educational societies recognized by the State, will be held in Athens in April, 1904.

LOCAL EDUCATION AUTHORITIES.

By C. WILLIAMS.

"I REMEMBER," wrote Matthew Arnold nearly forty years ago, "I had the honour of saying to Cardinal Antonelli, when he asked me what I thought of the Roman schools, that for the first time since I came on the Continent I was reminded of England. I meant, in real truth, that there was the same easy-going and absence of system on all sides, the same powerlessness or indifference of the State, the same independence in single institutions, the same free course for abuses, the same confusion, the same lack of all idea of *co-ordering* things, as the French say—that is, of making them work fitly together to a fit end ; the same waste of power, therefore the same extravagance and the same poverty of result, of which the civil organization of England offers so many instances. Modern States cannot either do without free institutions or do without a rationally planned and effective civil organization." So insistent was Matthew Arnold in believing that reform in the civil organization of this country was the essential preliminary to educational progress, it can hardly be doubted he would have welcomed the Education Act, 1902, as the first step towards the realization of his ideal. While other nations possessed a civil organization adapted for modern needs, the machinery for local government in this country was similar in character to that which had existed in the middle ages. A new Authority was created for every new local purpose, until, shortly before the Local Government Act, 1888, the total number of Authorities taxing the English ratepayer was 27,069, and they taxed him by means of eighteen different kinds of rates. Each Authority appeared to be unacquainted with the existence of the others, and the various areas overlapped and intersected each other. But the Local Government Acts of 1888 and 1894, while putting an end, to some extent, to the chaos of areas, chaos of Authorities, and chaos of rates, did not directly influence the administration of public education. Indirectly the Act of 1888 profoundly modified the condition of affairs ; for in the following year the Technical Instruction Act constituted the Councils of Counties and County Boroughs Authorities for that branch of education. It is doubtful, however, whether this Act would have been productive had not the Councils found themselves called upon to administer the residue under the Local Taxation (Customs and Excise) Act, 1891. This was the beginning of the comprehensive municipalization of education.

In 1901 the administration of education was represented by 2,517 School Boards, the managers of 14,444 voluntary schools, 75 voluntary school associations, 124 County and County Borough Councils, the governing bodies of over 6,000 private, proprietary, and public secondary schools, and the managers of innumerable technical schools and classes. Of these the only bodies which could claim the title of Authorities were the School Boards and the County Councils. Although to a large number of people the position of the School Boards appeared to be impregnable, and although the Education Bill of 1896, while conferring certain powers in regard to elementary education on County Councils, preserved the School Boards, it was obvious that, if the machinery of local government created by the Acts of 1888 and 1894 was to be utilized generally for educational administration, the abolition of School Boards was only a question of time. It came, not perhaps too soon, but sooner than was anticipated; for the tendency appeared to be in the direction of legislation by instalments, and of creating, as a first step, County Authorities for Education other than elementary. The School Boards—more especially in large cities—did such excellent work that it cannot be surprising if there are those who bitterly lament their abolition. But their existence ceased to be desirable not because of ineffectiveness or unpopularity, but because, in any comprehensive reorganization of educational administration, based upon the municipal idea, School Boards were found to be as unnecessary as the old Highway Boards and other special bodies came to be when County Councils were created.

To those who hold orthodox views on the question of local government it is a defect of the Education Act, 1902, that County Councils in framing schemes for the constitution of their Education Committees are obliged to include persons who are not members of the Council. Those "acquainted with the

(*Continued on page* 94.)

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needs of the various kinds of schools in the area for which the Council acts" invariably, it is said, represent some interest or institution specially concerned in the policy of the Committee. It it also suggested that the "selected" or "appointed" members are more regular in their attendance than Aldermen and Councillors, and consequently are likely to unduly influence the proceedings. In practice, it is probably found, the "selected" or "appointed" member is the first to urge the necessity of dealing with particular claims on general principles, and the last to desire the adoption of any proposal which is not adequately supported by the representatives of the ratepayers.

The number of members constituting the Education Committees in certain counties, with the proportion of Councillors and women, is as follows :—

	No. of Members.	No. of Members Councillors.	No. of Women.
Cumberland	37	30	2
Cheshire	54	42	2
Devon	48	32	3
Dorset	33	24	2
Essex	47	32	3
Gloucester	60	40	1
Kent	40	28	2
Lancashire	72	56	2
Middlesex	35	27	3
Northumberland	35	24	2
Oxfordshire	27	18	2
Somerset	42	28	4
Southampton	50	32	4
Staffordshire	56	36	2
Surrey	27	20	1
Warwick	33	22	2
Worcester	101	64	5

The following are examples of the Education Committees in certain county boroughs :—

	No. of Members.	No. of Members Councillors.	No. of Women.
Birmingham	33	19	3
Bristol	31	21	2
Chester	27	18	2
Liverpool	52	34	3
Manchester	51	31	3
Newcastle-on-Tyne	30	21	1

With a few exceptions, it will be observed, the Education Committees are of reasonable and workable numerical strength. The advantages of a very large Committee are not obvious, while, on the other hand, a small body is, as a rule, more effective for executive purposes. The work imposed upon the new Local Education Authorities is considerable both in variety and in extent. In the majority of counties the existence of officials hitherto responsible for the administration of technical education has, of course, greatly simplified the task of the new authorities, and generally every effort appears to have been made to bring the new Act into operation with as little disturbance as possible. To enumerate some of the questions with which the Education Committees have been called upon to deal will give some indication of the scope and variety of their responsibilities. First among the duties is the appointment of managers for all schools and the organization of the minor Local Authorities for a similar purpose for three or four hundred schools, and many schools serving several parishes ; the co-ordination of bylaws regulating school attendance and, as a rule, the introduction of a new system for securing their observance ; the preparation of a scale of salaries for teachers ; the transfer of schools; questions of finance, school equipment, repairs, heating, lighting, and cleaning ; the training of pupil-teachers ; and side issues too numerous to mention. And, of course, impatient school managers on one side, and pertinacious inspectors of the Board of Education on the other, demand immediate attention to their several requirements ! There are also questions constantly arising which can only be settled by appeal to the Board of Education and a local inquiry by that Authority. Some considerable time, however, must elapse before all the wheels of the new machinery which each county is putting into operation will run with automatic security. Some time must also elapse before Local Education Authorities can concern themselves with what Bishop Creighton called the "contents of education." It is therefore, perhaps, premature to discuss what the new Authorities may or may not be and do. They occupy an intermediate position between the managers of schools and the Board of Education, and they are consequently able to exert important influences. The success of their administration will largely depend upon establishing a relationship of mutual confidence with the managers on one side and with the Board of Education on the other. And there can hardly be any doubt that after the settlement of initial difficulties and possible misunderstandings, unavoidable in the circumstances, the Board of Education, the Local Education Authorities, and the managers of schools will represent a triple alliance united with the common object of promoting the efficiency, and co-ordinating the aims, of our educational enterprises.

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By ALICE WOODS,
Principal of the Maria Grey Training College.

SINCE *The Journal of Education* first appeared many changes have taken place in educational opinion : and none have been more marked, perhaps, than the views entertained in regard to co-education. Twenty-five or twenty years ago only a few enthusiasts ventured to entertain the idea or to try the experiment ; but the suggestion is no longer received with open-eyed wonder or the smile of incredulity. When a little book of essays on Co-education* came out, reviewers eagerly quoted Mr. Sadler's words in the introduction : "I am impressed, but not fully convinced," but they forgot to add a most important admission : "The co-education of little boys and little girls, if carried on under very careful supervision and in suitable surroundings, *seems beneficial beyond dispute" ;* and these "little" boys and girls turn out to be "children up to the age of thirteen or thereabouts."

Now, this is surely to concede a most important point. Those among us who are ardently in favour of co-education would be thankful indeed if all the preparatory schools in England, secondary and elementary, were gradually to become joint schools, and we are glad to know that so distinguished an educationalist as Mr. Sadler would be in favour of such a movement.

It is commonly believed that England is the only portion of the British Isles that lags behind in respect to co-education, Wales having adopted, and Scotland having always accepted, it ; but more careful investigation throws some doubt on this belief. It is true that in most of the schools in South Wales co-education is being carried on with excellent results ; but the schools of North Wales are mainly dual schools, in which the only approach to co-education is that on a few occasions boys and girls sit, very carefully separated, in the same room, and have lectures or lessons together, and sometimes boys and girls have the same teacher, who has to go over the work twice. It is noticeable, however, that North Wales—driven partly by economical motives, and partly influenced by the example of South Wales—is beginning to turn dual into mixed schools, as at Carnarvon, and is surprised to find that no disastrous consequences have followed.

In Scotland, whilst village schools may still remain truly joint schools, the children working and playing freely together, the secondary schools show a distinct tendency to separation. Parents appear to prefer to send their children to separate schools whenever they can afford to do so : and conversation with Scottish friends often reveals a great distrust of co-education, even in the village schools.

How is it that whilst we in England are looking the question of co-education in the face, and in many quarters offering it a welcome, opinion in Scotland should be leading to its abandonment ? The answer I should like to make, expressed with much diffidence on account of my ignorance of Scotch schools, is that *real* co education has never been tried in Scotch secondary schools. "In Scotch schools," writes one of His Majesty's inspectors, "it is only in the class-rooms that girls and boys meet ; their playgrounds and all their recreations are quite distinct." I remember visiting a so-called joint school in Scotland of the "higher-grade" type, in which boys and girls sat on separate sides of the class-room, and I have heard the

* "Essays on Co-education," edited by Alice Woods. (Longmans.)

(*Continued on page* 96.)

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question discussed whether girls or boys should sit in front, as though it would be impossible for them to sit side by side, the natural arrangement at such a school as Mr. Badley's. On the other hand, the father of a lady known to me says that in an old parish school of Perthshire where the school was mixed the boys and girls were together more than in modern schools, and the tone of the boys towards the girls was, on the whole, chivalrous and good.

Another possible reason why true co-education has had no fair chance in Scotland is that women have, as a rule, only subordinate positions in mixed schools. The head is always a man. Now, of all important points in a mixed school, the most important is to have in the head a leader of high moral tone, and one who believes in co-education. It is clear that, if the headship is only open to men, at least half of the best suited heads are left out. In Wales it is interesting to note that, under some of the schemes, the head can be either man or woman; at present, however, there is such a large majority of boys of a rougher sort in some of the schools that it is scarcely desirable to have a head mistress. This evil, however, is one which will only have to be borne for a time, since boys educated naturally with girls, and submitting throughout school life to the authority of those best suited to wield it, will not feel the awkwardness of taking office under women. Headships will then fall to those best suited for them.

To the minds of many of us, a marked increase in the number of preparatory joint schools for boys and girls under thirteen would be the right way to promote the cause of the true co-education we have at heart. There is so much uncertainty in the minds of the public as to the advisability of co-education in later child life that it is well to concentrate energy where there is least resistance—*i.e.*, on schools for younger children. At the same time we are most anxious that there should be established, up and down the country, joint schools for older children, staffed by enthusiasts and carried on with the greatest care to prevent the experiment from being either a mere half experiment or a failure because the conditions of success have been insufficiently considered.

I have spoken strongly elsewhere of the great dangers of thoughtlessness and hurry in our experiments concerning co-education, but it is difficult to be too emphatic about them at the present moment when, for purposes of economy, Education Authorities are rushing into the arrangement with insufficient consideration. Only a few weeks ago a case came before me in which a new elementary school was established for boys and girls, at and over Standard V., in the immediate neighbourhood of a school with separate departments for boys and girls. The head master was allowed no time to prepare himself and the children in any way for the transition, and in a desperate hurry all the elder boys and girls who had been most carefully separated were placed together, and the head master found himself suddenly transferred to rule a mixed staff. It would not be wonderful if difficulties of all sorts were to arise, and our adversaries would then turn round upon us and say: "You see what the result of a mixed school can be," forgetful that the results are *not* those of co-education in itself, but of careless conditions in carrying it out.

Perhaps the chief argument that has lately been brought against co-education for older boys and girls is that, whilst up to the age of fourteen, or even sixteen, it is important that they should have the foundation laid of many similar interests and of accurate knowledge, beyond that age they "require a different diet." In these early years we are engaged, as Arnold Tompkins puts it, in helping the mind to "identify itself with the thought of the world and to realize the possibilities of all its powers." As the child passes into youth we have to consider more distinctly the question of sex, and reflect on those matters and subjects which will help us to develop the girl as woman and the boy as man.

It is quite true that, under these circumstances, considerable differentiation of subjects will have to take place after sixteen, but it is hard to see why this should be impossible in a joint school. In the long run, sex will take care of itself, and the boys and girls of the future, whether brought up in co-education schools or not, will have a far clearer and saner knowledge of the facts of sex, and the relation of these facts to their future adult life, than our ignorant youth has at present.

This outlook towards the future will make girls not unwilling

(*Continued on page* 98.)

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How swift the fingers now o'er-run
The rosary of the numbered years!
How slow they rounded, one by one!
Each a whole world of hopes and fears.

Too empty is the sound of verse,
Too poor the music I can bring
These years of labour to rehearse,
The kindly and true heart to sing;

The ready hand when ways are rough,
The cheering counsel, helpful act;
Things done as nothings, yet enough
For a life's record full compact.

And ah! the labours! Leagues of proof
Corrected, miles of manuscript.
The idlers watch the game aloof,
But Hercules is closely gripped.

What stables to be cleansed to-day!
What hydras to be slain, ah me!
On Learning's as on Lerna's way!
What damsels in distress to free!

In all the touch of tears: one day
Writing familiar as our own
And greeted in a trivial way,
The next is sacred—he is gone.

Alas! perchance too grave appears
The Muse invoked for lighter ends,
Yet life's clepsydra is of tears,
Its milestones are the tombs of friends.

And little is the garland worth
Of tinsel flowers, however gay;
Better are these that spring of earth,
And speak, Love lives though loves decay!

F. W. B.

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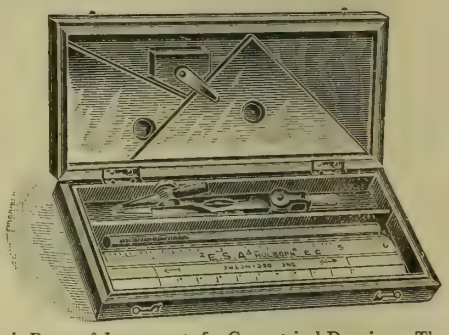
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The average cost of living (in lodgings) and tuition at Bangor for the Session (33 weeks) is from £30 to £40. A Hall of Residence for Women, under the supervision of Miss H. M. M. Lane, who is the College Lady Superintendent of Women Students, is now open. At the Entrance Scholarship Examination (which commences in September in each year) over 20 Scholarships and Exhibitions, ranging in value from £40 to £10, will be offered for competition.

For detailed information as to Courses, Entrance and other Scholarships, &c., apply to the Secretary and Registrar, J. E. LLOYD, M.A.
Bangor.

UNIVERSITY COLLEGE OF NORTH WALES.
(A Constituent College of the University of Wales.)

DEPARTMENT FOR THE TRAINING OF SECONDARY TEACHERS.

Professor of Education—J. A. GREEN, B.A. (Lond.), assisted by Miss A. N. JOHNSTON, M.A., and Mr. A. MACKIE, M.A.

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Full Course of Professional Training, especially in preparation for Intermediate or High School Teaching.

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University College, Cardiff.
January, 1904.

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5. SCHOOL TRANSFER.—Day School for Girls in good residential district in the N.W. of England. The vendor, who is leaving with her Boarders for a house in the country, will Transfer her Day connexion (bringing in £550) by capitation fee.

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FOR THE EXAMINATIONS OF THE UNIVERSITY OF LONDON,
SUITABLE FOR CANDIDATES WHO ENTERED FOR

MATRICULATION IN JAN., 1904.

On the Official Pass Lists for Matriculation during the year 1903 University Tutorial College is credited with more than twice as many passes as any other Institution.

For STUDENTS who have PASSED MATRICULATION and intend to proceed in MEDICINE.

Preliminary Scientific (M.B.).

Day Classes.

Class for July Prel. Sci.

Day Classes for the July Prel. Sci. Examination, extending over two terms, are just commencing, and terminate Friday, July 8th, 1904. This Class includes a complete Revision Course during the last month.

FEES:—All subjects, £15. 15s.; Chemistry and Physics, £10. 10s.; Biology, £9. 9s. *Material in Biology*, £1. 1s.

During the last six years **495** *students of University Tutorial College have passed the Prel. Sci. Examination; and during the last few years over £2,000 has been gained in Hospital and Entrance Scholarships.*

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For STUDENTS who have PASSED MATRICULATION and intend to proceed in ARTS or SCIENCE.

Introductory Day Classes
FOR
Inter. Arts and Science.

Introductory Day Classes in all subjects for Inter. Science, and in Classics and Mathematics for Inter. Arts, commence Monday, February 22nd, 1904. These Classes will cover the groundwork of the Intermediate Syllabus in a thorough manner, and will be found a helpful preparation alike for Internal and External Students, who can thus profitably employ their time before the regular Session commences in October.

FEES:—**Inter. Science:** Any four subjects, £7. 17s. 6d. *Material in Chemistry, Zoology, or Botany*, 10s. 6d. *per subject.*
Inter. Arts: Classics and Mathematics, £5. 15s. 6d.

At Inter. Science, July, 1903, **51** *students of University Tutorial College were successful, with* **6** *places in Honours.*

For STUDENTS who have NOT PASSED MATRICULATION.

Day Classes for Matriculation.

Annually, for the last seven years, about **100** *students of University Tutorial College have passed London Matriculation.*

Morning and Afternoon Classes in preparation for the June and September Matriculation Examination of the University of London meet daily (Saturdays excepted).

In the Compulsory Subjects and the more important Optional Subjects, the Morning Class is divided into a Senior and a Junior Section. These Sections work simultaneously, so that a student who attends the Senior Section in his stronger subjects may, at another time, pay special attention to a weak subject in the Junior Section. The Lectures are supplemented by Exercise Classes and frequent Test Examinations, and a strict record is kept of each student's progress. Separate subjects may be taken up in the Afternoon Class, but not in the Morning Class.

FEES.—*June Examination.* Full Course, terminating June 10th, 1904—Morning Class, £13. 13s.; Afternoon Classes, £10. 10s.

A Morning Class for Ladies
is also held.

FEE.—Course from January to June, including the Revision Course during the last three weeks, £13. 13s.

Evening Classes
are also held.

The Vice-Principal may be seen daily from 2 to 5, and at other times by appointment. All communications should be addressed to—

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BEDFORD COLLEGE FOR WOMEN (UNIVERSITY OF LONDON),

YORK PLACE, BAKER STREET, W.

The Half Term begins on Thursday, February 18th.

The College provides instruction for Students preparing for the University of London Degrees in Arts, Science, and Preliminary Medicine; also instruction in subjects of General Education.

There is a Training Department for Teachers, a Hygiene Department, and an Art School.

Students can reside in the College.

Particulars on application to the PRINCIPAL.

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YORK PLACE, BAKER STREET, W.

DEPARTMENT FOR PROFESSIONAL TRAINING IN TEACHING.

(*Recognized by the Cambridge Syndicate.*)

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Students are admitted to the Training Course in October and in January.

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Full particulars on application to Miss ROBERTSON.

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The College, the first of its kind in England, was opened in 1885, with the view of training as Teachers of Scientific Physical Education educated women whose aim is: to spread the knowledge of Physiology, Anatomy, Hygiene, and Anthropometry; to teach Gymnastics (Ling's Swedish System), Dancing, and outdoor Games (Lawn Tennis, Cricket, Hockey, Basket-Ball, &c.) in Girls' Schools and Colleges; and to give Medical Gymnastics under professional superintendence.

The Course of Training, conducted by a large and competent staff of teachers, extends over two years. At the end of the Course, examinations are held and certificates of theoretical knowledge and practical efficiency in teaching are awarded to successful students.

The College is situated on very high ground, gravel soil, on the confines of an extensive heath, half an hour from town. It stands in its own fine grounds of fourteen acres, which contain an Out-door Gymnasium, Running Track, Cricket and Hockey Grounds, Lawn Tennis Courts. The Indoor Gymnasium, 70 ft. by 35 ft., lofty and well ventilated, is fitted up in the most perfect style, all the apparatus having been designed and executed in Stockholm. The demand for thoroughly trained Gymnastic Teachers is on the increase, and Students of this College are invariably engaged before their training is completed.

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For particulars apply The SECRETARY.

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THE Principal of a very old-established and successful Boarding School for Daughters of Gentleman, with most attractive Premises built specially for the purposes of the School, and excellent Playing Fields, &c., contemplates retirement, having realized a handsome competence. The Premises, which are the property of the Vendor, can be sold, or possibly might be let to a substantial Purchaser of the goodwill, &c., at about £1,050 per annum. The net profits are certified by a well known firm of Accountants as amounting to over £2,600 per annum, after allowing for the above rental. The very moderate sum of £5,000 would be accepted for the goodwill; School furniture, fixtures, &c., to be taken at a fair valuation. The opportunity is one which can be unreservedly recommended, especially to two or more Ladies possessing capital, good social position, and educational experience.

2.—No. 3,588.

THE Senior Principal of a most successful Finishing School of the highest class in the West End of London proposes to retire, and, to facilitate this, wishes to receive a third PARTNER who will gradually purchase her share and continue the School with her present Junior Partner. A Candidate must be a Lady by birth and education, with a good manner, tact, and experience with Pupils of the Upper Classes, and able to take a prominent part in the teaching of the School. The School has steadily increased. Average receipts £3,299; average net profit £1,397 per annum. A liberal arrangement will be made with a duly-qualified Candidate, who must be able to invest a minimum of £500 in cash.

3.—No. 3,598.

THE Principal of a high-class Boarding School for Daughters of Gentlemen, with attractive Premises affording accommodation for 40 Boarders, and with most attractive Grounds of 25 acres, healthily situated in the immediate neighbourhood of London, is prepared to receive as a PARTNER a well qualified Lady who could introduce not less than 10 or 12 Boarders, Daughters of Gentlemen, paying fees of about 100 to 120 guineas per annum. Investment of capital not essential. With the School full, the net profits are estimated to be £2,000 per annum. About £3,000 have been expended in improvements to the property, rendering it perfect for the purposes of a high-class School.

4.—No. 3,573.

A LADY, who for the past 26 years has carried on a small but old-established and good-class Preparatory School for Sons of Gentlemen in one of the healthiest and best suburbs in the South of London, wishes to retire. Premises can be obtained at a rental of £75 per annum, affording accommodation for 15 Boarders and 25 Day Pupils. Now about 16 Pupils—Boarders and Day Pupils. Receipts average over £600 per annum. £200 for goodwill and School-room furniture.

5.—No. 3,544.

A PRINCIPAL, formerly Head Mistress of an important Public School, who has recently established a high-class School for Gentlemen's Daughters on the South Coast, desires a PARTNER, in consequence of the rapid increase in the number of her Boarders having necessitated her taking an additional house for the Senior Pupils. Very attractive premises. The incoming Partner must be a lady with good teaching qualifications, not under 35, and of good social position, prepared to take entire charge of the Senior House. Present receipts £2,000 per annum, which are rapidly increasing. Terms of Partnership depend to some extent upon qualifications, experience, and connexion of incoming Partner, who should have the command of £1,000 capital to assist in further developing the School.

6.—No. 3,287.

THE Principal of an important Undenominational Boarding and Day School for Girls, established 40 years, with 14 Boarders at £40 to £60 a year, and 75 Day Pupils at 6 to 15 guineas and extras, is prepared to TRANSFER to a suitable Successor. Large and handsome detached Premises, with excellent Classrooms, &c., heated throughout, and with first-rate sanitary arrangements, at rental of £225 per annum. £5 extra for Playing-field. Receipts over £1,800. Net profit over £400 per annum. The Pupils can be transferred at reasonable capitation fees. Some School Furniture to be purchased at valuation. The School is well known to us, and the transfer strongly recommended.

1.

A LADY, well known to us personally and member of a family with brilliant University distinctions, who has had nearly 20 years' experience in Schools of the highest class, wishes to purchase a PRIVATE SCHOOL, for Daughters of Gentlemen, of about 35 Boarders, with good premises, either in Eastbourne or in the country within easy reach of London. Capital up to £3,000. Has a strong Pupils' connexion and is very highly qualified.

2.

TWO LADIES, one formerly Principal of a very important Public School for Girls and the other formerly a Student of Newnham College, Cambridge, both possessing also first-rate experience in Private-School work and with a very strong connexion, desire to secure first-rate Premises with good Grounds in a healthy position South of London, with, if possible, a nucleus of Boarders, who must be Daughters of Gentlemen. They are prepared to invest capital up to £3,000.

3.

A LADY who is personally known to us, a Scholar of Girton, with Classical Honours, who has had 10 years' experience in teaching, desires a PARTNERSHIP in a high-class Boarding and Day School on the South Coast or in the country near London. Capital available £500. Has a scholastic connexion.

4.

A WIDOW LADY, with her two Daughters, who have had experience in teaching, wishes to purchase a high-class School for Girls on the Lancashire Coast. Has good Liverpool connexion. Capital up to £1,000 or more.

5.

THE Principal of an important School in the Western Midlands desires to purchase a first-rate School, either on the Sussex Coast or in the neighbourhood of London, or possibly in her present neighbourhood. Capital available up to £2,000. Has a good connexion.

For full particulars of these and many others, apply to Messrs. Gabbitas, Thring, & Co., 36 Sackville Street, London, W. No charge to Purchasers.

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OCCASIONAL NOTES.

WE learn with feelings of profound satisfaction that the respective Associations of Head Masters and Assistant Masters have accepted the resolutions on tenure which were drawn up at a conference between representatives of the two bodies. The scheme of tenure put forward does not, and will not, gain the approval of every one—a conference implies a compromise. But the voting at the two meetings was so largely in favour of the proposals that it is fair to hope that the basis of an agreement has been found. Of course, at present the resolutions stand merely as a pious wish; but they do express the deliberate conclusion of two important professional bodies. To us the result is of a more far-reaching importance in that, for the first time, we believe, Head Masters have formally recognized the Assistants and called them in to their councils. The two sections of the teaching profession have not always seen eye to eye; but for the seniors to confer with the juniors is to remove half the grievances of the latter. At the present juncture, too, united action is all the more imperative because the new Education Committees are sure, from want of knowledge or want of experience, to sin against the canons of sound pedagogics, if they have not the guidance of a united profession of teachers

The Tenure Conference.

BUT, it may be said, it is all very fine for teachers to legislate for themselves; still, there are the administrative powers—the Board of Education, Local Authorities, and governing bodies. The objection is sound. The professional element cannot enforce its views without the approval of the administrators. But the battle is half won when teachers are agreed upon their demands. Resolutions passed at conferences do not, it is true, alter the existing law; but they do, if sound, educate public opinion and so make an alteration possible. At present all schemes for the government of schools issued by the Board of Education are based upon the Endowed Schools Act, which requires that assistant masters shall be dismissed "at pleasure." It is curious that the Act does not state by whom the power of dismissal shall be exercised. Head masters would not agree that the dismissal should be at the pleasure of the governors. Assistant masters feel it a grievance to be dismissed at the pleasure of the head master. But, before any scheme can be amended, and before any new system of tenure can be enforced in endowed schools, an Act of Parliament must be passed; and, to effect this, much hard work will be necessary. If the Board of Education can be convinced of the necessity of this amendment, we do not anticipate any objection from governors or from Education Committees.

The Existing Law.

THE resolutions, which are given in full on another page, aim at reconciling the view that head masters must practically be autocrats with the view that assistant masters must have an assured status as servants of the school and not merely of the head master, *ipso facto* dismissed when the head master leaves the school. It is stated by the joint conference as clearly as it is possible for words to express thought that the head master shall act as the agent of the governors, both in appointing and in dismissing, that the assistant master shall hold office from and under the governing body, and that the head master shall act "at discretion." To laymen this may seem a distinction without a difference; but, as Sir Edward Fry explained, its legal meaning is that the head master must, if called upon, assign and justify the grounds of the dismissal. It seems to us that assistant masters will thus obtain all reasonable security of tenure, while head masters will lose none of the authority which responsibility for the discipline of the school demands. On the contrary, they will have taken an important step in increasing the loyalty and thereby the efficiency of the staff.

"At discretion."

THE conference was unanimous in advocating an appeal to the Board of Education in cases where the assistant master thought his notice of dismissal to be unjustified. It would be good news if we could announce that the Board of Education was willing to hear appeals. The Royal Commission of 1895 thought the machinery that such an appeal would involve too cumbrous and too detailed for a Department of the central Government; and up to the present moment we have no information that leads us to suppose the Board differs from the findings of the Commissioners. But we are not without hope that the necessary machinery may be set up. Two permanent officials of the Board (call them assessors or what you will) reporting to a sub-committee of the Consultative Committee would be all that is necessary. Appeals would be rare from the first, and each decision would establish a custom that would tend to make fewer and fewer doubtful cases in the future. These assessors should be ready to inquire at once into any case; for it is essential to a successful working of the appeal that a decision should be given before the notice of dismissal has expired. The appeal would, of course, be equally open to head masters as against governing bodies. Here, too, the number of appeals would be small, and we do not think the two assessors we suggest would be overworked.

An Appeal to the Board of Education.

AS we said before, the real importance of this conference lies in the opportunity it affords for the formation of a body of professional opinion. If the profession is united in advocating changes respecting itself, we can trust to the reasonableness of the administrative Authorities. We are, therefore, glad to learn that there is a likelihood of further conference between the two bodies. Salary schemes and pension funds depend mainly upon the Authorities; but these are influenced by a united expression of opinion. And teachers may fairly give their views upon the age of superannuation and the proportion of pension to salary. Many other points will arise. For instance: Is a head master bound to write a testimonial whenever asked? Is an assistant master justified in applying for another post without the knowledge of his chief? We have spoken of the united expression of opinion of professional bodies, and we are not assuming that the Associations of Head Masters and Assistant Masters represent all teachers. But a conference with a wide basis of representation can rarely come to definite conclusions. We are not, however, without hopes that other bodies will, after reasonable deliberation, accept the scheme of tenure that is now put forward.

A further Conference.

MR. BALFOUR is not by instinct a fighter. Therefore we do not suppose that he is looking forward with any great eagerness to the approaching Session of Parliament. When he has vindicated his philosophic doubt as a retaliatory free trader, and shelved the Report of the War Commission as a chapter of ancient history, he will have to face the music of the passive resisters, to deal with the demand for an inquiry into physical degeneracy, and to make up his mind whether a Catholic University for Ireland is a realizable ideal or only a far-off divine event like Chamberlainism. It is, at any rate, better that there should be a number of open questions than that the strife of parties should be centred in the religious questions involved in the Education Acts. London acquiesces in the *fait accompli*, and there is a growing disposition, even on the part of opponents, to accept the London Act for the present, and to make an honest effort to administer it fairly. This is as it should be, as common sense, no less than educated intelligence, asserts that so long as the Act remains unamended on the Statute Book it must be honourably administered. Amendment there must be; but, for the present, we hope all parties will follow the lead of Mr. Mackinnon Wood and resolve to do their best to make education in London schools as efficient as possible.

Education in London.

IT is in Wales that greater trouble is to be feared. We cannot feel that the action of the recalcitrant Welsh counties is justified on any possible ground. A healthy and natural feeling of fair play demands that an Authority representing an area should honestly carry out the law, even when dissenting from its principles. Fair play demands that the minority should give way when the majority has spoken. What the Board of Education may intend to do we cannot say. There is little probability that the Welsh counties will give way. It is possible that Lord Londonderry may decide to cut the knot by appointing an Education Board for Wales. In any case we see nothing but trouble for some years to come, unless the Church of England in Wales will consent to a compromise, which seems to them like a betrayal of their responsibilities. Even now Mr. Balfour can do nothing but hold up his hands in amazed wonder at the unphilosophical folly of the people. The British public is not made up of philosophers. In Wales the people are ready for a fight, and, on the principle that omelettes cannot be made without breaking eggs, they seem ready to sacrifice the children of the present generation for the sake of securing what to them stands for religious liberty.

Wales.

AS to the general solution of the religious difficulty, indications all point in one direction. Unprovided or voluntary school buildings must be let to the Local Authority, either at a real or a nominal rent. Undogmatic religious teaching must be given by the staff on the lines of the London School Board syllabus. All religious tests in the appointment of teachers must be abolished; and no dogmatic religious teaching must be allowed during school hours. This scheme involves what is known as "the right of entry." Before or after school hours religious sects must be allowed to provide religious teaching either in the school building or elsewhere for those children whose parents wish it. This proposal does not in reality contemplate more than three lines of religious teaching. The Free Church Council, which represents the seven great nonconforming bodies, is convinced that all and every one of its members would accept the religious teaching of any Free Churchman So, at worst, the Anglican and the Roman Catholic and the Free Churchman would each have to provide a teacher in religion for a mixed school. This ought not to be impossible, and seems the only solution, since no religious party will allow that a Sunday school is sufficient for the teaching of dogma.

The Free Churches.

THE controversy raised by Sir A. Rücker's reference to the establishment of German teacherships by the University of London has continued without flagging, and of course Prof. Armstrong has taken a hand in it. He reminds us of the Irishman at Donnybrook fair who inquired whether it was a free fight, was admitted, and came out with two black eyes and one coat tail, expressing himself highly satisfied. In any plan of studies the claims of the mother tongue, he holds, are paramount, and no linguistic proficiency can countervail ignorance of English literature and inability to write English. The students who come to him at the age of eighteen, he tells us, have not been taught at school either to think or to express their thoughts in writing, and those from the classical schools are in this respect the worst. Here Prof. Armstrong speaks with authority, and no graver indictment could be brought against our present system of secondary education. But when Prof. Armstrong proceeds to carry the war into the enemy's country he shows his own limitations and makes us misdoubt his judgment. Classics may be badly taught, and, if they drive out English teaching, they are a positive bane. Agreed: but if it be true that "the spirit of Hellenism is not consonant nowadays with practical requirements," we can only say with Wordsworth:

> Great God! I'd rather be
> A pagan suckled in a creed outworn

than dwell in the courts of South Kensington. Hardly less monstrous is the contention that German scientific literature is now, for the most part, "poor in style, dogmatic in tone, and better avoided by the student." To cap it all, Mr. Chamberlain is dragged in as an example of the scientific spirit which is to dominate the New Learning! What would Prof. Armstrong say to a pupil who ended an essay on stable equilibrium with a eulogium of the Duke of Devonshire?

The New Learning according to Prof. Armstrong.

MR. LATHBURY, the editor of the *Pilot*, has an able article in the last *Nineteenth Century* entitled "The Life of the Education Act." With his political horoscope we are not here concerned, but we may safely accept his conclusion that, whichever party wins at the next General Election, the Education Act must be thrown into the melting pot. His advice, then, to the clergy is to make terms with the enemy while they are in the way with them. The terms are that the clergy should frankly surrender the management of their schools and the appointment of teachers, and demand in return the right to give in school hours, by their own accredited teachers, denominational teaching. In other words, he would put "simple Biblical instruction," which to him appears the worst of all religions, on the same footing as Church of England or any other sectarian dogma. But when he acknowledges that this "simple Biblical instruction" is what nine-tenths of the parents desire for their children and what ninety-nine-hundredths accept without demur, he seems to us to throw away his case. He denies, in fact, that there is any common basis to Christianity: if you are not Church of England—that is, a High Church man—you may as well be a Buddhist or a Mahommedan.

Nulla salus extra Ecclesiam.

WE are loth to meddle with the fiscal question, but so often as the fiscal reformers assert that education has nothing to do with the matter we shall continue to give them the lie direct. Mr. Bonar Law, addressing the Bradford Chamber of Commerce, thought that the late Lord Salisbury was quite right in throwing cold water on technical education; and he went one better than Lord Salisbury in asserting that the technical schools of Germany were a consequence, not a cause, of Germany's industrial success. Educationists are urging that French and German should be properly taught in commercial schools. Not so Mr. Bonar Law. They are of little importance now and will be of less importance ten years hence. If we sit still, the Frenchman and the German will have to learn English: Mahomet will have to come to the mountain. "Commercial training could be acquired in one way, and in one way only—by experience in a commercial office." No comment is needed. We have only stripped Mr. Law's speech of its rhetorical drapery.

Mr. B. Law on Commercial Education.

> Vice is a monster of so frightful mien
> As to be hated needs but to be seen.

IT is high time that active agitation should be carried on in reference to salaries. There has been in the past a shrinking feeling that one's salary was a private matter. If it was insufficient, one suffered in silence. To do otherwise smacked of trade-unionism—a term of horror to secondary teachers. But the salaries of civil servants—including Judges and Cabinet Ministers—are known. It is easy to find out the official salary (apart from boarding-house profits) of a head master; scales of salaries for teachers in public elementary schools are advertised in scores of papers. Further reticence would be ridiculous, and concealment on the part of head masters or governing bodies is a sign of a bad conscience. Economic laws may work slowly; but it is idle to blink the fact that the supply of assistant masters is growing smaller and that inadequate salaries are partly responsible. This is what Canon Bell had to say at the Guildhall the other day: "The supply of assistant masters has for some time been steadily dwindling both in number and in quality. There may be several reasons for this decline, but none is more obvious or more scandalous than the lamentably low standard of the salaries of a large proportion of assistant masters in secondary schools." The facts must be made public and insisted upon until the public conscience refuses to employ men for responsible work at salaries that do not admit a decent standard of cultured living.

Salaries

THE tentative scale put forward by the Assistant Masters' Association, which is given on another page, in the report of the annual meeting of that Association, may well serve as a working basis. The main contention is that no assistant master qualified for registration in Column B should begin with a lower salary than £150. This is eminently reasonable; and Education Authorities will shortly discover that they cannot expect to find a constant supply of teachers willing to accept, for the sake of the honour of teaching in a secondary school, a lower salary than that offered to teachers in the public elementary schools of the same area. The next point is that there must be an automatic increase—not depending upon the recommendation of the head master; for this would lay upon the head master an unpleasant task of discrimination. The argument is a fair one that a salary should steadily increase up to a maximum—stated in this scheme as at least £300—which shall enable the recipient to marry and bring up a family in respectable independence. We are not concerned to suggest sources of income for the governing bodies. Let it once be felt that it is scandalous to ask an educated man to enter a profession from the profits of which he can never hope to educate his family, and the country will find the money.

—A Scale.

PUPIL-TEACHERS are much with us at present, and, seeing the importance of their training and education, there is nothing to regret in the fact. At the North of England Conference, held this year in Leeds, the subject received adequate treatment, no less than at the Teachers' Guild Conference in London and at the annual meeting of the Assistant Masters' Association. Even if, as a counsel of perfection, we advocate the entire abolition of pupil-teacherdom, we must recognize that for many years to come the main source of supply of teachers in primary schools will be from the pupil-teacher centres. A Departmental Committee has been considering the matter, and Mr. Morant has issued a circular with which we are entirely in accord, and which will prove of very great use to Education Committees. Detailed advice is given to show how the education of pupil-teachers may be grafted on to the general scheme for higher education. To argue that a teacher in a public elementary school should be trained in a public elementary school is equivalent to saying that a teacher in a secondary school should be trained in that school and should not have the benefit of the wider range of thought to be acquired in a University.

Pupil-Teachers.

WE are concerned to notice in some quarters a hesitation on the part of secondary schools to open their doors to the new pupils. There seems to be a dread, which no one dares to utter quite aloud, lest the influx of scholars from elementary schools should affect the social position of the secondary schools. Is the prestige or social life of Oxford in danger because the parents of some undergraduates wear fustian? We cannot admit this social differentiation. The division of the Register into Columns A and B has given rise to the not altogether unjustified taunt that a teacher registered on Column B is a "socially superior Article 68," and makes possible the gibe that the only distinction between

Their Education

the two columns consists in the willingness of the B's to work for a lower salary than the A's receive. The village practitioner is on the same Medical Register as the consulting physician in Harley Street. The whole notion is artificial and smacks of a privileged class selfishly trying to monopolize its privileges. The best education possible in school or at the University ought to be open to every would-be teacher who is capable of profiting by it. Some will go further than others, but all ought to have at least a taste of a draught of the same quality.

—In Secondary Schools.

THERE is another dread, not quite openly expressed, lest, if pupil-teachers are admitted into secondary schools, masters may find themselves called upon to prepare for unfamiliar examinations, to work under a limiting code, and to meet with interference from Education Committees and inspectors. This fear is quite unfounded. The whole aim of Mr. Morant's changes is that pupil-teachers should enjoy the best and soundest secondary education that is available. It is not proposed that masters in secondary schools should on Wednesay evenings and Saturday mornings cram wearied scholars for the Board of Education examinations. Any secondary teachers that feel difficulties in carrying out the proposed plan should carefully study Mr. Morant's memoranda before they persist in their opposition. Even in the large towns where good pupil-teachers' centres are already established we hope the authorities will see their way to admit other scholars, and so to turn the centres gradually into ordinary secondary schools. We hope, too, that care will be taken to avoid turning out all pupil-teachers on Division A School of Science lines.

The Cost.

THE matter of expense is a serious one for Education Committees. We talk of the Education Act as putting all grades of education under one Authority, but we sometimes forget that there is still a most important distinction between elementary and higher education as defined in the Act. The funds to supply the former are unlimited: higher education must for the most part be content with a two-penny rate. The grant given by the Board of Education is admittedly inadequate. Hence a natural desire to annex also the South Kensington grant; but, until this Authority will allow a wider choice of subjects qualifying for a grant, it would be a calamity if Education Committees were to look to this source of income for all their pupil-teachers. The West Riding of Yorkshire has discovered a delightfully simple way of evading the Act and thereby throwing part of the cost of training upon the elementary rate. It has been decided that the salaries of pupil-teachers shall be raised in order that they may pay their own fees for education. This may be immoral, but it is attractive by its very simplicity, and we do not doubt but that other counties will follow suit.

The Assistant Mistresses.

THE Assistant Mistresses in Public Secondary Schools have expressed their views upon tenure in terms very similar to the findings of the joint conference to which we have already referred. They would secure their own status as servants of the governing body by making the governors responsible both for appointment and dismissal "on the recommendation of the head mistress"; but, failing this, they desire that the head mistress should report fully all *proposed* changes in the staff. The word we have italicized is important, as intimating that the governors should have knowledge of the case before the dismissal becomes effective. They also urge the need of an appeal to the Board of Education. On all points of tenure they are practically at one with assistant masters, and this fact should make reform easier. Head mistresses have not yet expressed their views upon this subject; but, as in a large number of girls' schools the governors do make appointments and sanction dismissals, and as head mistresses have not behind them a long period of autocratic tradition, we do not imagine they would be less reasonable than the head masters, who have already agreed to the proposed changes.

An Endowed School in Danger.

A LARGE number of endowed schools have been closed during the past fifty years. Some of them may not have deserved to live, and some may have been left stranded by a move on the part of the population. But the news that an old-established school is in danger of being forced to close its doors must always arouse a feeling of regret. Queen Elizabeth's School at Kingston-upon-Thames goes back into the early days of the fourteenth century, long before the time of its reputed foundress, and it has turned out eminent scholars, including the historian Gibbon. There is a wealth of sentiment and tradition attached to such a school that cannot be transferred at will to another. The governors announce that their financial difficulties have become so acute that unless the sum of £4,000 is raised they will be compelled to close the doors. This is not much to ask of a rich neighbourhood. Secondary education can rarely be made to pay; and, if there are no grants from public funds, there must be endowments or subscriptions. If Kingston Grammar School stands for the ancient tradition of linguistic culture as an alternative to scientific training, we wish the appeal all success, for there is room in the county for both types of schools.

Need of Amalgamation.

WE do not, however, find in the statements of this case that are before us any explanation of the failure of the governors to secure the financial aid of the Local Authority, which has been given freely to other secondary schools in the county. We are informed that Kingston possesses another endowed school for boys, under the control of the same governors, which is successful in regard to numbers and which sends a constant stream of boys to the University Colleges of London. The leaving age of this school is sixteen to seventeen, and the curriculum consists largely of mathematics and science. We are not sure that a town of the size of Kingston has a population sufficient for two secondary schools for boys, seeing that some parents will always prefer boarding schools, or one of the great London day schools. As far as our information goes, we are inclined to think the governors would have been well advised to amalgamate the two schools, retaining the ancient title, and thus to have under one roof and one head master a thoroughly efficient school preparing for the learned professions no less than for the modern demands of industrial science. The Germans find no difficulty in working a *Realprogymnasium* as a branch of a *Gymnasium*, and Clifton turns out judges as well as engineers.

Dr. R. P. Scott.

DR. SCOTT is no longer an Honorary Secretary of the Incorporated Association of Head Masters. The announcement will come somewhat as a shock; for in the public mind the names of the man and of the association have become almost inseparable. But those who know from the inside the arduous and responsible work that is thrown upon the honorary secretary of an active association, and who know with what unsparing industry and single-mindedness

Dr. Scott has always given himself up to the work, will not be surprised that he should wish to be relieved from the cares of office. Truly Dr. Scott deserves well of teachers. During the continual administrative wars of the last ten years he has been ever to the front working untiringly for what he considered the good of education. Those who have not always agreed with his views nor always endorsed his plans of action will certainly not withhold their admiration of his strenuous and unselfish qualities. But he does not retire to an enjoyment of leisure. Indeed, we may suppose that his withdrawal is partly due to a desire to give himself more time to carry out the influential duties laid upon him as Chairman of the Teachers' Registration Council. The Association is fortunate in finding so energetic and broad-minded a successor as Dr. McClure.

THERE are Holiday Courses at Jena and Marburg and in other German towns which are well organized and very useful; but we may freely welcome the announcement that the Teachers' Guild has arranged for an August Course at Neuwied, on the banks of the Rhine. The existing courses are more of the nature of our Summer Meetings at the Universities, at which students of all subjects come to listen to lectures by masters of those subjects. The object of the Guild is first and foremost to give to English teachers an opportunity of studying the language and the life of the foreign country. To profit by lectures in a foreign language some considerable familiarity with the spoken language is essential; and so, in addition to more advanced lectures, the Guild arranges for the needs of those whose ear and tongue require encouragement. And an important feature of the scheme is that residents undertake to receive the students, not more than five in one family, and to give them opportunities of conversation. The Guild has secured the co-operation of Prof. Biese, whose studies in German literature are not unknown in England. Prof. Biese is Head Master of the *Gymnasium*, which has a modern (*Realschule*) side. We have no doubt that the Neuwied Course will prove as helpful as the Guild Courses in France are known to be.

A new German Holiday Course.

THAT no one on behalf of the North Manchester High School Governors has thought fit to defend their action cannot be taken as proof that there is no other side to the case. In fact we have received several letters headed "not for publication," disputing our ruling, but at the same time deprecating a public discussion. On one point we stand corrected. The Chairman of the Governors did not, *qua* chairman, advise Miss Clarke to resign. The advice was given at Miss Clarke's request and quite unofficially, and we may say, without prejudice, that Miss Clarke made a false move in accepting it and communicating to the parents the fact of her tendered resignation. There is nothing in the evidence before us to justify the censure passed by the Governors, but they would have been more than mortal if, by asking Miss Clarke to withdraw her resignation, they had made public confession of their misjudgment. It only remains for us to bring the narrative up to date. On January 28 the Broughton and Crumpsal High School for Girls, incorporated under the Companies Acts, opened with 138 pupils, with Miss Clarke as Head Mistress and five assistant mistresses (her former staff). To the Broughton High School Miss Patterson has been appointed Head Mistress, *vice* Miss Clarke, resigned. The number of pupils has declined from 160 to 38. The staff has been engaged for two terms.

The North Manchester High School.

L CAL EDUCATION AUTHORITIES.

THE Association, formed in 1892, of Directors and Secretaries for Technical Education is henceforward to be known as "The Association of Directors and Secretaries for Education." The Association is not, and never has been, a trade union of those engaged in a common work. The object is to afford opportunities for the officials to confer on matters relating to education with a view to the Committees by whom they are employed having the benefit of the practice and procedure of other Committees in matters of difficulty, as well as on the general administration of the Education Acts. Membership is limited to the chief salaried officer responsible for the educational administration of a county or county borough, or, where there are separate co-ordinate officers in one administrative area, more than one officer from a county or a county borough may under certain conditions be admitted. The Association now has seventy-one members, representing forty-six counties and twenty-three county boroughs.

AT the annual meeting of the Association, held on the 7th ult., Mr. Elford (Oxfordshire) the President for the year, delivered an interesting address—or, as he termed it, a note of warning—on the condition of affairs created by the Education Act, 1902. He pointed out that the mass of work thrown upon the Local Education Authorities in connexion with elementary schools tended to obscure the claims of higher education. Under these conditions he urged his colleagues to consider the matter very carefully. "The maintenance of public elementary schools and the supply of teachers for these schools must form a large, a very large, portion of the work of the Local Authorities, but it is not by any means the only, or the most important, section of the work."

MR. ELFORD, after alluding to the chance of now creating a sound system throughout the country for education as a whole, and to the responsibility placed upon the officials, referred to the inadequacy of the funds available for higher education. "The supply, or aiding in supply, of all education other than elementary must be paid out of (*a*) the Customs and Excise, *alias* "whisky" money, now definitely allocated to higher education; (*b*) a 2d. rate, and in some localities an additional 1d., which may be levied, but which in agricultural districts will only be levied with very great difficulty, if at all; and (*c*) endowments. These moneys are to provide for: (1) the maintenance of secondary schools of all types; (2) new secondary schools; (3) University and higher technical training; (4) scholarships and exhibitions, (5) the training of teachers.

"RATEPAYERS," said Mr. Elford, "object, and very naturally, to any expenditure, except what is absolutely necessary, on the education of other people's children when they do not consider it necessary for their own to be educated. Education Committees, consisting, as they do, largely of persons who have been managers of elementary schools, can understand expenditure on elementary education, but, as in so many cases the secondary schools are farmed to the head master, the members of these Committees do not realize the expenditure necessary for higher education, and only those who have to do with the finances of places of still higher education know the enormous expenses in maintaining efficiency in such institutions. It is, therefore, easier to cut down the contributions of a Local Education Authority with regard to higher education than to insist on its proper provision; but the former leads to national bankruptcy, whereas the latter brings its own rewards in the international struggle and assists in increasing the sum of human knowledge."

MR. ELFORD was well advised in directing attention to the financial difficulties which Local Education Committees have to face in dealing with higher education. In regard to secondary schools, it should be sufficient for the Local Authority to supply the buildings and make a liberal provision for scholarships. The cost of maintenance should, in the main, be derived from two sources: (*a*) the Imperial Exchequer, and (*b*) the fees of pupils. It will, no doubt, be necessary, very soon, for the Local Authorities to unite in an emphatic representation to the Government for a full inquiry into this question.

MR. SHURROCK, instructor in physical training and gymnastics in the University of St. Andrews, has been presented by the President of the Antwerp Gymnastic Association with a diploma, in recognition of his services as judge at the Antwerp Assembly held last August.

LONDON EDUCATION.

By T. L. HUMBERSTONE.

THE publication of Mr. Sidney Webb's book on "London Education" (Longmans) is a noteworthy event both for the importance of the subject and for the special interest attaching at the present time to the writer. Mr. Webb has an enthusiasm for education and a creative imagination rarely found together in public men. Yet he is always practical; and no one who has read this book can fail to be convinced—if he is not already so convinced—that there is nothing to prevent the establishment in London of the most complete and efficient educational system in the world.

Mr. Webb's most important suggestion in regard to the working of the London Education Act is the formation in each of the boroughs of a Local Education Committee; so that the Education Committee of the County Council would have to deal with twenty-nine groups of managers, instead of, as at present, with five or six times that number. He would retain very much as at present the Committees of Managers for groups of three to six schools, so that in some boroughs, such as Camberwell and Islington, there might be as many as two hundred individual managers. But the Local Education Committee should, it is suggested, consist of not less than twenty-one, and not more than forty-two, members, and should include representative managers from each group of schools. The County Council Education Committee would communicate only with the Local Committee, and not directly with the managers; and the Local Committee would have to confine its recommendations to the execution of the policy laid down by the Central Authority, which it would not, of course, be permitted to thwart or pervert. What duties would be delegated and what reserved for central consideration would be a question of policy rather than of organization. But Mr. Webb's desire is that the Central Authority should concern itself chiefly, not with administrative details, but with the vastly more important questions of principles and with the co-ordination of elementary and higher education.

Such a plan of local administration is within the four corners of the Act, and it would have the great advantage that the service of existing managers would in almost all cases be retained. The Local Committees might do good work in matters relating to pupil-teachers, scholarships, manual training centres, special schools, and possibly in the choice of head teachers; while the local clerk would not be kept idle if he relieved the central office of the mass of administrative details relating to the schools in his borough. Mr. Webb tells us little of his views of the right constitution for the Central Education Committee. He gives credit to the very valuable assistance which the Technical Education Board has received from its co-opted members, and, without expressing his own opinion on the desirability of co-opting persons of experience, states baldly that the County Council *can* "provide in the least objectionable and most helpful way for that expression of the criticisms and desires of its twenty thousand teachers, women as well as men, including both those in secondary and those in elementary schools, which otherwise is apt to seek, in electoral pressure, an unconstitutional and even harmful channel." It may be worth while to recall that in his evidence before the Bryce Commission Mr. Webb expressed the opinion that the representation of teachers on Education Committees should be made statutory. In view of this, a frank criticism, adverse or favourable, of the avowed progressive policy of excluding all non-members of the Council except women from the new Education Committee would have been appropriate and interesting.

Mr. Webb is imbued with the modern spirit: he does not believe in the form of culture which results, as Prof. Laurie has said, "in a paralysis of judgment, a soul floating in the dim and dreary potentialities of sentiment, and exhausting itself in literary appreciations"; and he does not wish the future University of London to give its students that form of culture. Now that Oxford and Cambridge are open to students of all creeds and all races, no parent living away from London, and wishing to place a boy of eighteen amid safe and advantageous surroundings, would, he thinks, willingly send him to live as an undergraduate in London lodgings. Apparently Mr. Webb believes that the cloistered life of the older Universities will always remain as popular as it is at present. But the less restricted life of the London undergraduates has produced some distinguished men—Huxley, Tyndall, Herbert Spencer, and, in more recent times, Mr. H. G. Wells and Mr. Webb himself. According to Byron, "London and the world is the only place to take the conceit out of a man"; and it is surely one of the chief virtues of a well educated man that he is free from "pride, haughtiness, opinion, and disdain." But whether London University will ever compete seriously with Oxford and Cambridge for the public-school product time alone must be left to decide.

Mr. Webb's intense belief in the great future of his own University is certainly most inspiring. Nothing less than twenty thousand students will satisfy him; there must be a great school of higher technology and another for medical students in the earlier years of their training. Above all, there must be real research and plenty of it; our ablest professors must not fritter away their time on schoolboys. "London University must become the foremost post-graduate centre of the intellectual world." Students from all parts of the world must be drawn by the excellence of the teaching; for London must have the best professors, the best buildings, and the best equipment. And this is not megalomania; for, if Londoners were as keen as American millionaires, or even as the citizens of Manchester and Liverpool, all these things might be realized in comparatively few years. Mr. Webb only asks for five millions—not a large sum in proportion to the wealth of this great city—only half what has been given by a single benefactor to a single University in the United States.

The secondary education of London is dealt with almost entirely in the chapter entitled "Commercial Education,"—which may be taken as signifying much. The statement that "in no English city is there, taken as a whole, a more efficient or more suitable provision of secondary education" is bewildering when considered with the statement in another chapter that "in at least a third of the London secondary schools the income from fees and endowment is insufficient to provide more than one good salary, which goes to the head teacher, whilst the assistants, who ought to be University graduates, are paid, for the most part, less than is earned by an ordinary certificated teacher in a Board school." Instead of boasting that London has a larger number of pupils receiving secondary education than either Paris or Berlin, Londoners should surely rather take shame to themselves for having less than half they ought to have in proportion to the population. The classical education given at many of the "first-grade" schools as a preparation for commercial life is condemned by Mr. Webb as entirely unsuitable. "The idea that 'a good general education' of a literary and classical type is an adequate, if not indeed the best, preparation for every kind of career sounds like a survival of the Middle Ages." Space does not permit any account of the author's plea for more extended commercial education—not, of course, an education of the kind described by R. L. Stevenson in "The Wreckers," but real education, with first-rate teaching of modern languages and literature, the history of at least two modern countries besides our own, with economics, geography, and physical science; nor of the still more urgent plea for the co-ordination of London libraries, both among themselves and with the educational work of London. At present each of the two hundred libraries buys its own store of books and cares not a bit for any other library in the district. "The library service of a great city can, and surely ought to be, something more than a couple of hundred almost accidental heaps of miscellaneous volumes, each maintained and managed in jealous isolation from the rest, and limited in its public utility by the lack of communication between the heaps—even, usually, by a dense ignorance in those in charge of each heap as to what may be hidden in every other heap."

The book concludes with its most important chapter, entitled "The Lion in the Path." It is written with force and judgment and uncommon boldness, and contains the ablest reply we have yet seen to the charges which have been so frequently brought against the recent Education Acts. Although Mr. Webb does not entirely agree with the London Education Act, he urges that, so far as religious teaching is concerned, it simply maintains the existing arrangements, and that it is for Parliament, and not for the administrator, to seek to disturb the *status quo*. Those who seek election on the new County Council

implicitly undertake to discharge—fully, fairly, and with a single eye to administrative efficiency—the administrative duties with which they ask to be entrusted." What may be called the statistical justification of the London Act is equally convincing. For £82,000 lost in voluntary subscriptions there will be twice as much net increase in Government grant when the voluntary schools are taken over. Mr. Webb estimates that the 150 acres of land on which stand the present 472 Anglican, Roman Catholic, Wesleyan, British, and Jewish voluntary schools are worth, on the lowest computation, something like £2,000,000; and that to build "provided" schools for the 200,000 children in London who are at present being educated in voluntary schools would cost the London ratepayers over £5,000,000. It would be simply impossible for the London County Council to add five millions to its already heavy capital commitments within the next few years. The control of the County Council over voluntary schools is, in Mr. Webb's opinion, complete and adequate. His chief wish is that the education of London children should not be considered a party question, but that "in all this great city, from this time forth, there shall grow up no human soul in the blindness of ignorance; that henceforth no spark of genius shall be lost to the world."

ASSISTANT MASTERS' ASSOCIATION.

[*The Executive Committee of the Council of the Assistant Masters' Association, in accordance with a resolution passed on December* 8, 1900, *adopted as a medium of communication among its members* "The Journal of Education"; *but the* "Journal" *is in no other sense the organ of the Association, nor is the Association in any way responsible for the opinions expressed therein.*]

THE Annual Meeting of the Council was held at the Mercers' School on January 9th. Several resolutions of importance were carried. In the first place the resolutions referring to tenure drawn up by a joint conference of head masters and assistant masters were accepted by the Council, which is the governing body of the Association. These resolutions were subsequently accepted by the Head Masters' Association, and now stand as the definite policy on tenure advocated by the two Associations. They run as follows:—

"1. The head master shall be empowered as agent of the governing body—(*a*) At discretion to appoint assistant masters. He shall notify all such appointments to the governing body. The assistant masters on such appointment shall hold office from and under the governing body. (*b*) (i.) At discretion to give notice of dismissal to all assistant masters. He shall notify without delay any exercise of this power to the governing body. NOTE.—These words 'at discretion' are meant to record that the governing body is in a position to inquire into the mode in which this power has been exercised. (ii.) The assistant master shall have the right of appeal to the Board of Education against such dismissal, this right to be exercised not later than one month from the receipt of notice. (*c*) To suspend from attendance any assistant master for any adequate cause to be judged of by him; but the head master shall notify forthwith to the governing body such suspension.

"2. The decision of the Board of Education in matters of appeal under this section (I. *b*) shall be accepted as final by all the parties concerned. In case of a successful appeal the assistant master shall not suffer by loss of salary pending the decision.

"3. Each assistant master on appointment shall agree in writing to the terms of service, as set forth according to a form to be approved by the governing body."

A further resolution on the same subject insisted upon the right of assistant masters to a full term's notice of dismissal, but notice given in the first week of the term would be regarded as a term's notice. Upon the subject of pensions the Council did not hesitate to advocate the need of a "central, universal, and compulsory scheme" contributed to by governing bodies and by assistant masters. The following resolutions on salaries were accepted:—

"1. That in every secondary school there should be a definite scheme of salaries including provision for increments.

"2. (*a*) The lowest salary paid in any secondary school to any master registered in Column B should be at least £150, rising by automatic yearly increments of £10 to at least £300. (*b*) Salaries upon a higher scale than the one suggested above should be paid to masters who are specially qualified by attainments or experience and to the holders of the following posts:—(1) second master, (2) heads of departments, (3) head of lower school. (*c*) So far as can be done without injury to the interests of the school, these better paid posts should be given to members of the staff of long standing and meritorious service. (*d*) In fixing the salary of an assistant master regard should be had to experience gained in any efficient school.

"3. A pension scheme is an essential part of any sound scheme for the remuneration of masters.

"4. The school authority should recognize that the assistant master is not liable at common law for the payment of a substitute in cases of ordinary illness.

"5. When residence is designed to be partly payment for teaching services some deduction may be made on account thereof from salary, but where residence involves further important duties and responsibilities no such deduction should be made."

On the following day the General Meeting of members was held; and, after a service in St. Andrew's, Holborn, at which Canon Page Roberts, of Canterbury, preached a striking sermon on the influence of faith, the adoption of the annual report was moved by Mr. T. E. Page, the retiring Chairman. Mr. Page dealt firstly with the election of teachers on Education Committees. He said: "In the discussion of educational questions the presence of those who have actual experience of educational work is absolutely essential. On that point I take my stand, for it is fundamental. The Act states that the Committee shall contain persons 'of experience in education,' and the only persons who can properly be so described are not those who talk about education, who write about education, or who administer education, but the men and women whose whole life has been devoted to the hard task of real teaching. These are the true experts—'artis docendi non expertes, sed experti'—and to exclude them from the settlement of educational questions is as much folly as it would be to exclude doctors from deliberations on the public health." He then paid a well merited tribute to the action of the Incorporated Association of Head Masters in inviting the Assistant Masters' Association to hold a joint conference on tenure in public secondary schools, incidentally referring to the Head Masters' Conference as "eminent equally for its exclusiveness and its incapacity."

Mr. Page continued: "Knowing that the present conditions of tenure in schools are most unsatisfactory, and that this fact, by tending to diminish the already scant supply of good teachers, was a serious injury to the profession at large, while at times it caused cruel wrong to individuals, the Head Masters took the only course which was consistent with sound reason and a just estimate of the duties of their position. They resolved that on a subject of common concern to the whole profession there should be—and it is of happiest augury for the future—common deliberation of all its members. They invited our representatives to meet theirs. . . . The resolutions arrived at by the conference are in your hands. They will, perhaps, not command universal approval; for any arrangement which attempts to reconcile what may be conflicting interests can never give complete satisfaction to every one, but they are none the less, I believe, of great value. For the first time it is definitely acknowledged that an assistant master ought to be not the private servant of his chief, but the public servant of the authorities of the school. That acknowledgment is itself a fact of the first magnitude and of far-reaching possibilities. It places every assistant master in a new, higher, and worthier position, while, although its value is apparently much diminished by head masters being, somewhat inconsistently, allowed to retain the right of dismissal, yet that right is transformed from an absolute and arbitrary right into one which is judicial and limited by the assertion that it is to be exercised not 'at pleasure' but 'at discretion,' and the addition of a note explaining that the words 'at discretion' are intended to give the authorities of the school opportunity, should they think fit, of inquiring how that discretion has been exercised. There is further added a right of appeal to the Board of Education, and the decision of the Board is to be final and effective. These resolutions are, no doubt, as yet only on paper. It will need much effort and earnestness to turn them into realities, but they are, even as they stand, a record of high value, which will take a place of its own among the archives of education, and which gives, I think, to the head masters to whom we owe them a claim to rank as benefactors of our profession."

On the subject of curriculum, Mr. Page had an apt comparison as to the present crowded state of the time table: "All educational problems resolve themselves ultimately into two clear ones—what to teach and how to get it taught. With regard to the first, unfortunately, there are complexity and confusion where there ought to be order and simplicity. In old days the mental diet provided in schools was, doubtless, too monotonous. It recalled an old-fashioned dinner on a plain joint and pudding; but it was often good, wholesome, and nutritive. Now the bill of fare in its pretentious variety reminds me of those *menus* exhibited at the doors of inferior restaurants where for half-a-crown you can have a dinner of half-a-dozen courses, and depart either famished or unwell. Fresh subjects of study are perpetually forced upon us by those who forget that a boy's brain is not, like his digestion, capable of all things. . . . Organize education as much as you please, schedule and certificate teachers as you like, pile up blue-books to Olympus, and, unless you get the men you need—men of real capacity and even inspiration—all will be a failure. The whole fabric of education rests finally on the work of the teacher, and, if that work is to be well done by able men, there must be three things—better pay, happier terms of tenure, and wise encouragement of merit."

The General Meeting then accepted certain resolutions: (*a*) in

reference to the Act of 1903, urging that the Association should be allowed to recommend a member for election to the London Education Committee; (*b*) that the Board of Education grants should be so given as to afford equal encouragement to all approved types of curriculum; (*c*) that teachers should co-operate in the examination for a school-leaving certificate.

In the afternoon, Prof. Adams read a paper on "Theory and Experience in Teaching," which was greatly appreciated by his audience. Mr. Walsh, Assistant Secretary to the Kent Education Committee, then opened a discussion on "The New Regulations for the Training of Pupil-Teachers"; and in the evening the members dined together at Holborn Restaurant.

ASSOCIATION OF ASSISTANT MISTRESSES IN PUBLIC SECONDARY SCHOOLS.

THE twentieth Annual Meeting of members of the Incorporated Association of Assistant Mistresses in Public Secondary Schools was held, by the kind invitation of Miss Gavin, at the Notting Hill High School, on Tuesday, January 12.

Miss LAURIE (Cheltenham Ladies' College), in her Presidential address, dealt chiefly with the Education Act of 1902 and its effect on secondary education. The representation of secondary schools on the local Education Committees of the county boroughs, especially in the South and West of England, was shown to be unsatisfactory. The relation of the Board of Education to the Local Committees, and its control of secondary education, through its administration of the money granted by Parliament, was next treated; and, lastly, the question of curriculum, a matter of national importance at the present time, when Local Authorities are about to establish secondary schools.

Miss WALLAS opened the first subject of discussion, on "The Conditions of Tenure," and after a vigorous debate the following resolutions were passed:—(1) "That this Association would desire to see the establishment of a definite form of agreement between the assistant mistress and the governing body of the school." (2) "That the permanent appointment and dismissal of an assistant mistress should rest with the governing body of the school, on the recommendation of the head mistress." (3) "In cases where the power of appointment and dismissal rests with the head mistress, she should be required to furnish the governing body with a full report of all proposed changes in the staff." (4) "That dismissed assistants should have the right of appeal to the Board of Education." (5) "That the period of probation should not be longer than two terms." (6) "That, in the opinion of this Association, the head mistress should have the right to suspend an assistant mistress from attendance at the school, and that such suspension should be immediately reported to the governors." (7) "That the agreement should be terminated only at the end of a school term, and after notice given not later than two months before the end of the term.

In the afternoon, Miss GARAWAY (Clifton High School) opened a discussion on the Education Act of 1902. Several members from provincial towns gave their experience. The general feeling was that the different branches of the Association should carefully watch the action of the local Education Committees, and take any steps that might in the future appear necessary to secure sufficient attention being paid to the interests of secondary education.

Miss FORTEY (Cambridge Training College) then read a paper on "The Overcrowding of the Time-table in Secondary Schools." The following resolution was passed:—"That, in the opinion of this meeting, the curriculum in girls' secondary schools is seriously overcrowded with subjects, and that in the interests of education it would be advisable to sacrifice some of these, while providing that every important side of the child's mind shall be trained.

Miss LEWIS (Blackheath High School) read a paper on "Specialization," advocating that, as a rule, girls should not be allowed to specialize before they reached the sixth form.

The meeting concluded with votes of thanks to Miss Gavin and the officers of the Association.

TEACHERS' GUILD NOTES.

[*By a resolution of the Council, of June* 19, 1884, "The Journal of Education" *was adopted as the medium of communication among members of the Teachers' Guild; but* "The Journal" *is in no other sense the organ of the Guild, nor is the Guild in any way responsible for the opinions expressed therein.*]

THE Christmas holidays of our secondary schools might appropriately be called "Conference Holidays." A few days are kept sacred for home gatherings and family kindliness, and then—we confer. We do not all like it; but it is our duty, and we do it. Summer is impossible for this purpose; but, if we are serious, we then take a Holiday Course abroad. Easter and Dr. Lunn take our leaders to Mediterranean lands to get first-hand acquaintance with Athens, Jerusalem, Rome, and Syracuse. The great gathering of elementary-school teachers at Easter is not for us—its problems are mainly special to elementary education. This year a new call on the leisure of teachers has been made by the Joint Conference of Educational Bodies, held on January 11, under the presidency of Mr. Arthur Acland, in which the Guild was an active participator. It dealt with one big subject under various aspects—the passage of the elementary-school pupil into the secondary education field. The openers were highly competent and the discussions useful. Has this Conference come to stay? There was much to encourage a renewal of the experiment; but the number of those who availed themselves of its deliberations was smaller than it should have been. This can easily be corrected if a permanent committee of the bodies represented, with others possibly added, can be established. Some of the participating associations were represented at this first gathering by little more than their good will, and good will does not debate or bring forward fresh and stimulating ideas. Are teachers specially overworked in this country as well as underpaid? They seem—in the secondary-school field—to be too weary to interchange views and experiences. We sometimes think that twenty-four hours a week of good teaching is all that should be demanded of any man; but the teaching must be good, and the teacher must give out *himself* to his pupils. Meanwhile, the physical giants must confer, and, if that helps them to control education to the exclusion of the others, it is nothing more than the law of the universe, working in the part as in the whole.

WHATEVER may be said of "The Teachers' Guild" by those who care to depreciate it, they must acknowledge that it has supplied the profession with much varied food for thought, of the highest kind, in the Annual Addresses of its Presidents. Were these collected and published in book form, it would be seen that we have served to bring out much of the best thought of politicians, such as Mr. Bryce and Mr. Acland; of scholars, such as Sir R. Jebb, Dr. Butler, Dr. Butcher, Mr. Warren, and Mr. Arthur Sidgwick; and of men of light and leading not so easily classified, such as the late Sir Joshua Fitch, Prof. Laurie, Sir Isambard Owen, Mr. James Stuart, and Mr. Sharpe. Our President of to-day, Sir Oliver Lodge, has added one more address of great interest to the goodly list. The sweeping nature of his indictment of our boys' public schools (though he did not wish, he said parenthetically, to limit his remarks to the male sex) may have depressed the spirits of many teachers; but it should serve to brace up our administrators to incessant and ever greater exertions to improve our education. His charge, put broadly, is that in the excessive devotion to the development of character and self-reliance our schools have neglected the intellectual side of education. In this he is supported by our foreign critics, who readily acknowledge the exceptional and valuable nature of the product which is turned out by English schools. They have, in fact, succeeded wonderfully well in developing a *governing* race—the chief pioneers hitherto of European civilization in other lands. Sir Oliver, we suppose, feels that something more must be superadded to this if we are to continue to the front among the other awakened nations. He is obviously right, but we hold that the blame of our backwardness in supplying the highest intellectual equipment to the future manhood of the country lies at the doors of the general public and of parents especially. They do not yet demand the highest possible qualification, intellectual and professional, in our teachers. They grudge great expenditure on this prime necessity of education. We want to see teaching made into a great career, ranking equally with the First Class of the Civil Service in opportunities and in emoluments, that it may attract the materially ambitious as well as the self-devoting man. This can never be till the nation realizes that a first-rate education is the foundation of all great success.

It is worth noting that those nations which, confessedly, are ahead of us in their intellectual training of the young envy us our results in the formation of character and the unique relation which here exists between master and pupil, and this leads us to think that under present conditions it may not be possible

for any one nation to produce the perfect many-sided man ; but our motto must be (if we are to continue to fulfil our proud destiny—"regere imperio populos") : "These ought ye to have done, and not to leave the other undone."

APART from our President's Address, our own Conference, which followed the Joint Conference, on January 12 and 13 must have its own Note. It was distinguished by the importance of those who took part in it. Besides Sir Oliver Lodge, we had Mr. Arthur Acland, our last President, who introduced his successor ; our Chairman of Council, Dr. Butcher ; our late Chairman, Canon Lyttelton ; Mr. Yoxall, and other leading authorities, to help us. Of the subjects of discussion, three are of pressing importance, viz. : "The Relations of the New Education Committees with Schools, especially with Private Schools" ; "The Register of Teachers, its Limits and its Distinctions" ; and "The Supply of Teachers, as affected by Registration Conditions, Tenure, and Remuneration."

At least three points came out clearly during the meeting : first, private schools, which are willing to submit to inspection and satisfy it, had the full sympathy of a mixed body such as the Guild is in their desire to have fair play accorded to them—this was only a reassertion of our attitude in the past, emphasized, to mention one instance only, at our General Conference at Oxford in 1893 ; next, the Register of Teachers, as it exists, with its present anomalous conditions, the result of concessions rendered necessary by a too rigid initial limitation, meets with scant favour at the hands of any section of teachers ; and, lastly, it was agreed, in no uncertain manner, that the profession of teacher is necessarily unattractive, through precariousness of tenure and inadequacy of remuneration. Mr. Courthope Bowen's ringing note in his speech at the conclusion of the discussion on this subject found a prompt echo among all who listened to him.

COLONIAL AND FOREIGN NOTES.

FRANCE.

Oneness of Education.

It is a small thing, and yet it pleases us. There is only one pedagogy, and all teachers are brethren by calling. Parenthetically it may be observed that, if we *class* Socrates and the humblest pupil-teacher together in respect of one form of their activity, we do not therefore *rank* them together as claimants for social honour. The French Government has just recognized the oneness of education in a slight but significant way. M. Chaumié, the Minister of Public Instruction, has issued an order that the *Revue pédagogique*, which devotes itself chiefly to questions of *primary* education, shall be sent to all *lycées* and *collèges*, that is, to all secondary schools, whether for boys or girls. "I consider," he writes, "that the teachers in *lycées* and *collèges* ought not to remain ignorant of those matters which relate specially to the courses and methods of instruction in primary schools, or continue to be indifferent to the progress made, or being made, with primary studies. No grade of instruction can be isolated without loss." Teachers in secondary schools had already resolved on a mixed congress (to be held this year), so that they might discuss with the teachers in primary schools the topics of common interest to both. The extended circulation of the *Revue pédagogique* will facilitate communication between the two orders—a communication which in England is yet to seek.

Secondary Training.

A certain number of the resolutions adopted by the Chambers in 1902 with regard to the reform of secondary education have not yet been carried into effect. Thus it was laid down that every *professeur* should be required to go through a *stage* or term of probation ; that thenceforth the title of *agrégé* ought to be conferred only on candidates that stood tests of a professional as well as of a scientific kind ; and that a reorganization of the Higher Normal School was advisable. The last of these proposals has now been taken in hand, and a scheme has been drawn up for adjusting the relations of the Higher Normal School to the University of Paris. These institutions had grown to be competitors ; the former is now put in the place of a pedagogic department of the University. That is as it should be ; but we mention the change rather for the sake of some incidental remarks by M. Chaumié than for its intrinsic importance. In the report with which he submits the new decree to the President for signature the Minister of Public Instruction gives us his views as to the training of teachers for secondary schools. "The *agrégation*, however the examinations for it may be ordered, cannot serve for a professional apprenticeship. Such an apprenticeship does not exist ; it is urgent that one should be established. There is an unanimous agreement that the apprenticeship should be both theoretical and practical, but, above all, practical. By theory, there is an equally unanimous agreement, should be understood not an *ensemble* of dogmatic lessons and abstract pedagogic truths, but simple and familiar discourses, few in number, on the general duties of the teacher, on the spirit of our programmes, on methods of instruction, on the evolution of educational ideas in France and abroad. Unanimous, again, is the conviction that practical exercises should take place in the *lycée* itself, under the guidance of approved masters. It will be easy to group about each such master a few students who will attend his classes, take part in the working of them, and study how instruction should be adapted to the minds of the young, and varied according to the matter of it and the age of the pupils. Every week or every fortnight, the master will call his probationers together, in order to explain to them the reason of the methods adopted, and to examine and discuss these methods with them ; for the object is not to impose uniform modes of procedure, but to lead the future teacher to reflect, and to discover the methods that he in his turn will adopt. At longer intervals, meetings will take place at the University of Paris between the masters of the *lycées* and the professors of the faculties more immediately concerned with pedagogic questions. They will exchange opinions upon the results obtained, and upon the progress still to be realized. Thus the University will co-operate with the *lycées* in fashioning our teachers. I have decided to give this very simple and practical plan an immediate trial with the future modern language masters. If it yields the results that may reasonably be expected from it, I intend to apply it next November to other classes of teachers as well."

Comments.

In the hope that it will not be deemed unbecoming in us to criticize M. Chaumié's views, we allow ourselves, since the subject is of great interest to our readers, a few words of comment. First of all, the Minister speaks too lightly of theory, if, at least, he means that the informal talks are to be substitutes for profound and systematic studies. Again, unless the guiding master be himself an expert in pedagogy, he will but transmit the methods of empiricism just as he received them. So in England our young men, having taken degrees, go forth to teach in schools as they were taught at school. But the notion of calling on the University to co-operate with the *lycée* is excellent, and will haply remove many of the difficulties that would otherwise hamper the scheme.

UNITED STATES.

Appointment of Teachers.

The *Educational Review*, always readable, contains an unusual amount of interesting matter in its December number. The first place is occupied by an article headed "A Corrupt School System," which exposes the injurious action of politics upon the school in the United States. If the Republicans are in power, employees whose tenure of office depends on political influence are expected to contribute 2 per cent. of their salaries to the Republican coffers. At Philadelphia, just before the last municipal elections, an attempt was made to assess men teachers in the same way and at the same rate, since they too, in effect, owe their positions to what the Americans call political "pull." The case—it is a good object lesson in what to avoid—stands thus. In each of the forty-two wards there is a sectional School Board, composed of twelve members, with the comptroller in the City Board of Education as an *ex-officio* member. It is these sectional boards that elect the teachers and janitors, and of the candidates that possess the minimum qualification those are taken who are most influentially backed. Just as in England the success of an application depends largely on one's testimonials, that is on the mendacity or good nature of one's acquaintances, so in Philadelphia the teacher is preferred whose friends the ward "boss" deems it prudent to oblige. Neither in Philadelphia nor in England is any real test of pedagogic capacity applied. But what of the electors? How are these sectional, or ward, Boards constituted? The Public Education Association of Philadelphia a short time ago investigated the matter, and issued a report from which this instructive section may be quoted :—"It appears that among the members of these Boards there are fifty-two holders of political positions, no less than fourteen liquor dealers, one alleged keeper of a speak-easy, one alleged gambler by profession, six cigar-dealers, two restaurant keepers, one bottler, and four bar-tenders. In all, there are one hundred and ninety-six school directors, who come under the above descriptions (disreputable or mechanical), against about one hundred and ten in mercantile and manufacturing occupations, including salesmen and bookkeepers, and seventy-two belonging to learned professions."

It is not surprising that, with such an electorate, corruption should prevail. There were placed on trial, on April 1 last, three directors (the president and secretary of the Board among the number) and a miserable "go-between," on charges of conspiracy, bribery, and extortion ; and they were convicted a few days later. In brief, these men, selected to protect and advance the educational interests of the city, entrusted with the almost sacred duty of choosing the instructors of the youths of Philadelphia, were accused of extorting money from applicants for

positions as teachers. The indictments charged the four defendants with "conspiracy to extort money and commit bribery"; with "misdemeanour in office, in receiving sums ranging from 30 dols. to 1,000 dols. as bribes; with extorting sums ranging from 30 dols. to 1,000 dols. and with bribery in accepting similar sums"—in all conscience grave enough offences.

As an offset to this exposure of educational shortcomings at Philadelphia, the same journal supplies an account of the St. Louis method of school administration. The fundamental principle lies in the centralization of the administrative functions in expert school officers, whilst the supervisory control is left to persons elected by the people. To attain the efficiency of one man (a committee being a means for doing badly what one man singly could do well), together with the collective wisdom of a larger number, is the object that has been kept in view.

Football Casualties.

We have never felt any serious alarm at the dangers involved in playing games. It is a periodical scare that leaves the experienced unmoved. But we may let the Chicago *Tribune* tell its tale. It has compiled the football record for 1903, as follows:—"Nineteen lives were lost on the football field during the season of 1903. One boy was driven insane by injuries. Thirteen players were severely injured, some of them being disabled for life. The number of minor but painful accidents goes into the hundreds, and the list of the severely injured necessarily also is incomplete." This looks serious, but it is pointed out that the serious accidents are confined to untrained players.

INDIA.

Mr. G. H. Stuart.

Not as news, but to have an opportunity of expressing our regret, we put on record the death of Mr. G. H. Stuart, Director of Public Instruction, Madras. Having graduated at Cambridge from Emmanuel College, as fifth Wrangler and Smith's Prizeman, he was engaged in Messrs. Wren & Gurney's coaching establishment. In India, he was Principal first of Kumbakonam College, then of the Presidency College, eventually succeeding Dr. Duncan as Director of Public Instruction. "In this last capacity," says the Indian *Journal of Education*, "he always showed himself courteous and sympathetic. He unfortunately died before he could effect any great reforms, but he showed clearly in what direction his interests lay. He desired improvements in primary education and in the development of training schools and colleges, and was particularly insistent on the payment of fees by college and school students." Mr. Stuart deprecated the creation of free scholarships where they tended to swell the stream of candidates for public office and professional life, and believed that efficiency of teaching would do more for India than endowments. Without examining this contention, we deplore his untimely loss, and we express a hope that his successor, Dr. Bourne, of the Presidency College, will justify his appointment by the energy of his action. Primary education and the education of women are departments that we would commend to his especial notice.

Universities Bill.

The Indian Universities Bill has been introduced into the Legislative Council without any of the excit-ment that was produced by the Report of the Universities Commission fifteen months ago. The reason of the comparative apathy is that the more objectionable proposals in the Report have been silently dropped. The Government has wisely listened to expressions of opinion, which have served the purpose of indicating difficulties to be overcome. Although the text of the Bill is before us, we do not propose to deal with the various technical matters to which it relates. We note only that in regard to the demand for teaching Universities the Bill does not attempt to formulate any definite scheme, but it confers on all the Universities the requisite legal authority to make regulations in respect to the promotion of advanced study and the residence and conduct of students generally. Thus it is left to each University to determine how far it is to become a teaching, as opposed to an examining, body.

NEW ZEALAND.

Manual Training.

The twenty-sixth Annual Report of the Minister of Education affords evidence of satisfactory progress in New Zealand. The number of children on the register at the end of 1902 was 132,262, which is in advance of any previous year's record. With pride, the colony, having increased the number of schools in sparsely populated districts, can point to an average daily attendance of 84·9 per cent. of those enrolled, the figure for England being only 83·6. The public schools were served by 2,957 teachers; 1,685, or somewhat more than half, being women, who, as in many other parts of the world, are steadily displacing men as teachers. With regard to the matter of training, we quote the remarks of the Minister: "There is no doubt that the training of our teachers is one of the most important questions calling for action at the present time. The reform of the syllabus will have very little practical effect unless those who are to carry it out receive the best training that the colony can afford to give them, and the introduction of manual training, which is in its essence far more a change of the methods of teaching than of the subject-matter of instruction, will fail in its purpose unless the teachers themselves are trained in the principles that underlie these modern ideas. Such training they can receive only at properly equipped training colleges, to which must be admitted not merely a small fraction of the future staffs of the schools, but as nearly as possible all individuals who are destined to take part in the management of our schools, primary and secondary alike."

To a certain extent, provision has been made for the training of teachers in manual subjects. Special grants are assigned to Boards for that purpose; apparatus and material are supplied to teachers' classes; and free railway passes are given to teachers attending any training classes approved by the Education Board.

Empire Day.

To keep alive Imperial patriotism, the Government of New Zealand desires that the birthday of Her late Majesty Queen Victoria be known as "Empire Day." Steps are to be taken by all school authorities to secure an appropriate observance of the day. It is suggested that the children, assembling in the morning, should salute the flag. This ceremony is to be followed by a short address reminding them of the privileges and duties of citizens of the Empire. The remainder of the day is to be kept as a holiday.

ORANGE RIVER COLONY.

A petition, signed by twenty-three thousand parents and others interested in education, has been presented to the Lieutenant-Governor of the Orange River Colony, praying that there shall be school committees, partly elected by the public, with whom shall rest the appointment of teachers subject to the approval of the Government; that at least five hours a week shall be devoted to teaching the Dutch language; and that religious instruction shall be not of a doctrinal, but exclusively of an historical, nature. The Lieutenant-Governor replies that, by Ordinance 27 of 1903, very considerable powers are now committed to the school committees; that, as the schools are paid for almost entirely out of the Treasury of the State, the State must continue to appoint the teachers; that English must continue to be the predominant language of the schools, seeing that it is the commercial language of all South Africa, but that three hours a week are set aside for instruction in Dutch; lastly, as to religious teaching, it is pointed out that all biblical teaching is at present of an historical nature, unless parents desire doctrinal teaching, in which case arrangements are made for it to be given in the schools by Dutch ministers.

ON SCHOLARSHIP EXAMINATIONS IN NEW ZEALAND.

IN any democratic country where a University education is to be had it should be possible for children even of people without means to attend some University. In New Zealand the population is small; there are few rich people, and these few frequently send their sons home to Oxford or Cambridge; so that the University of New Zealand exists on account of the moderately well off and the badly off inhabitants.

Although there are a few good private schools in the larger towns, the vast majority of girls and boys receive their early education at a Board school (or a public school, as it is called in New Zealand); thus a path from the public school to the University is a necessity.

There are two ways in which such a path may be formed:—(1) by making all school education and all University education free (this plan is adopted by California; it possesses enormous advantages; the great objection to it is the expense); (2) by having a system of scholarships which serve to carry on children of ability from the public schools to the University. This is the plan adopted at present by New Zealand. Conditions are comparatively simple in New Zealand. There is only one entrance scholarship examination to the University; it is, accordingly, not difficult to obtain an oversight of this plan as it works out in practice.

The school system of New Zealand may be roughly summarized as follows:—

1. The public school, absolutely free, subject to State control, giving a good English education, with a little science but no foreign language. The children stay till about fourteen years. Public schools are formed wherever a handful of children can be gathered together.

2. The endowed secondary school or high school, not free, subject to inspection by the Secretary for Education, giving a good secondary education (including languages, mathe-

matics, and science). The children may enter about ten and may stay till about eighteen. There are over a score of endowed secondary schools scattered over the larger towns. Besides the endowed secondary schools, secondary work is done in the public schools in the seventh standards. Being free, they attract many of the school-children who would otherwise have gone to a high school for a year or two only. Further, so called "district high schools" are springing up in the middle-sized towns. They are under State control and are free to all who have passed the sixth standard. It is not impossible that the opening of the free district high schools, as well as the founding of seventh standards in the public schools, may be the first steps towards a free secondary education. There is a certain amount of overlapping of public and high schools except in Southland, where there are no classes in the high schools of a grade corresponding to the standards. There are numerous private and denominational schools of primary and secondary rank, but they cannot be said to play an important part in the education of the colony.

3. The University. This consists of four University colleges, in Auckland, Wellington, Christchurch, and Dunedin respectively, and an examining body which sets examinations for all four colleges. It is obvious that in a country with so small a population as New Zealand great expense is incurred by having each arts or science subject taught four times over. This expense is, however, justified by the fact that the presence of a University college in each of the four large towns renders the University accessible to many more students than could possibly be reached were there one centralized University only; for a very large number of students live at home, and many are engaged in some bread-winning pursuit at the same time that they attend the University colleges.

There are, thus, two gaps to be bridged over by scholarships: namely, the gap between the public school and the secondary school, and that between the secondary school and the University.

In the case of the "district high schools" the first gap does not exist. In other cases this gap is bridged by "Board of Education Scholarships." The regulations for these differ slightly in the different districts; they are, however, examinations in ordinary public-school subjects set for the sixth standard. The winners are entitled to a free place in one of the high schools and a small money allowance.

Beyond the fact that there must always be types of ability which show to advantage in examinations and others which do not, I have never heard complaints about these examinations. The teachers in the public schools are satisfied that their best scholars do gain the scholarships; the teachers in the high schools consider the scholarship holders among the brightest and most industrious of their pupils.

A curious attempt has been made in Wellington to bridge over the two gaps at once. The Government has endowed Victoria College on condition that a large proportion of the endowment be given as scholarships to public-school children to enable them to pass two years at a high school and then proceed to the University. The children who get the scholarships are, indeed, among the best public-school children, but to spend two years at a high school is quite insufficient to prepare them for the University. The result is that the scholars try to obtain school scholarships, stay longer at school, enter for junior University scholarships, and proceed to college well prepared after considerably more than two years. Those who have entered college after two years have been complete failures. The feeling of the college professors against this arrangement is very strong; for, by lowering the standard, it will tend to destroy the University rank of Victoria College.

Entrance to the University of New Zealand is effected by means of the Matriculation Examination—an exceedingly easy test, which can be passed one or two years after leaving a public school. University entrance scholarships are, however, awarded on the results of the Junior Scholarship Examination, which is much more difficult, approaching in the case of the successful candidates the standard of the pass B.A. It is this examination which, more perhaps than anything else, determines the subjects studied and the standard to be attained in each subject in the high schools and in the few private schools which are able to compete with the high schools. Further, the subjects studied for this examination have a great effect in determining what course in life the candidates afterwards pursue.

The examination is a competitive one. Every year fifteen scholarships are competed for by the score or more of high schools. The subjects set include Latin, Greek, French, German, and various English subjects, mathematics, and science; the marks assigned to each subject being 1,000, with the exception of Latin and mathematics, which have 1,500 each, and French, which has 750. Nominally, a choice of subjects is allowed, but, in reality, very little scope is given to selection, at it is found that it is impossible to get a scholarship without taking Latin and mathematics. Some English subjects are always taken, and generally science and French—the latter being considered an easy and profitable subject, although the maximum number of marks is not high.

The effects of the examination can be considered thus:—(1) Does it really select the ablest candidates? (2) What is its effect on the schools which work for it? (3) What is its effect on the career of the candidates who obtain scholarships?

The first question is the easiest and the most satisfactory to answer. Professors of all the University colleges have assured me that, without any doubt, the Junior Scholars are the brightest students. It sometimes happens that there are very able students who have not won Junior Scholarships, and that some of the Junior Scholars are tired out, have no originality, or otherwise do not prove successful as University students; but on the whole the examination may be regarded as almost completely a success from the point of view of picking out the best school boys and girls for the University. It is seen from the University Calendar that a very large percentage indeed of the Junior Scholars graduate, and quite a large percentage of them obtain Senior Scholarships, *i.e.*, scholarships given by the University to the students who, in examinations of a standard rather higher than the pass B.A., are the best in each subject in the whole University. The Junior Scholarship seems to me to have perhaps more influence on the character of the New Zealand high schools than even the economic and social condition of the country has.

The effect of the economic and social condition of New Zealand on its high schools is seen clearly in various ways: *e.g.*, (*a*) the school boys and girls do not, as a rule, stay more than two years at school, for they are often required to begin practical life early; further, in a new country like New Zealand, there is the ever present feeling of "much to do," beside which books seem dead things; (*b*) carpentry, a branch of knowledge which is really felt to be power and to have an application to real life, is exceedingly popular among the boys. Book-keeping is fairly popular and Latin unpopular.

In a few schools prominence is given to certain subjects because of their bearing on the life of the country: *e.g.*, at Oamaru, geology, because of its application to mining and farming; at Auckland Grammar School, chemistry; and I may perhaps add, by way of contrast, at the Wanganui Girls' College, English literature, because the practical New Zealander appreciates its refining influence.

The effects of the Junior Scholarship Examination are most felt in the two highest classes of the high schools. Among others may be mentioned the following:—

1. Latin is compulsory for all who think of entering the higher classes. It must be left an open question whether this is to be deprecated or not; I, for my part, am inclined to think it an evil. It appears to me that as good a mental training could be obtained from some other subject which would be more attractive and less meaningless to the young New Zealander.

2. Mathematics is compulsory; so are English subjects, and French is in practice. If it be conceded that one foreign language is essential to a good secondary education, it does not seem to me to follow that both Latin and French are. The utility of French to a New Zealander is practically dependent on nothing else but the amount of mental discipline occasioned by the study of French grammar. Few New Zealanders travel in French-speaking countries; and, if they do, they rarely find their school French any good. Even fewer ever read French books, which, indeed, are not common in the colony.

3. Science is, on the whole, discouraged. For the science paper in the Junior Scholarship Examination two separate sciences are required, both necessitating practical work. Hence, relatively, a very great amount of time must be spent over science. The result is that German is often taken instead of

science, as it is found to be an easy subject to gain marks on. A large science class at the Otago Boys' High School diminished to a mere handful in consequence of this fact. The really good work done in chemistry in Auckland Grammar School and Christ's College, Canterbury, is rather in spite of, than on account of, this examination.

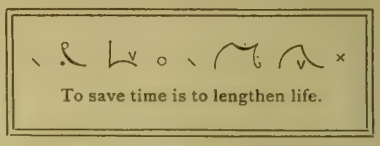
4. The usual procedure in the high schools with regard to this examination is for pupils to enter for it at seventeen years, and, if unsuccessful, to enter again at eighteen years. This may be inevitable, but it is unfortunate, as it is likely to induce "cram" for the first attempt, and "staleness" and lack of interest in the work before the second attempt. In short, this examination is in its evil effects on individuals exceedingly like other competitive examinations.

The effect on the schools may be summed up by saying that, while it stimulates the schools to more work, and possibly more exact work, than they might otherwise do, it diminishes freedom in the choice of subjects and forces the schools along somewhat artificial lines. If the schools were allowed perfect freedom, it is not likely, for example, that so much time would be devoted to languages and so little to science. The teachers would be able to choose the course of studies which they thought to be of the greatest educational value to young New Zealanders, whereas the best they can now do is to compromise between the work which they think most worth doing and the work prescribed for the Junior Scholarship.

The career of the successful Junior Scholar may now be briefly described. He is obliged by the University regulations to enter for the B.A. or B.Sc. examination. Graduation in the B.A. is obtained by passing examinations in six subjects, of which Latin must be one; the B.Sc. also necessitates six passes, with some science and no Latin—it was instituted as a modern or Latinless degree. A part of the degree examination must be passed two years after entering the University, and, as the Junior Scholar is already strong in Latin and mathematics, he usually takes these together with other subjects. It is found that the Degree Examination hardly requires a higher standard in Latin than the Junior Scholarship, so that the Junior Scholar has to go over much work again which he already knew—a process which does not seem to him consistent with making the best use of his three years at the University. Most of the Junior Scholars, like most of the other undergraduates, take arts courses with little or no science. There are few inducements in New Zealand to study science; it takes a much greater time than arts, and is not so profitable from the point of view of obtaining teaching posts afterwards. Thus most of the Junior Scholars leave the University after three years, or four if they obtain Senior Scholarships, with arts degrees. All that they can now do is to seek teaching posts. As they have not as a rule had time, even had they had the inclination, to drop the Junior Scholarship subjects and specialize in other ones, they now proceed to teach a new generation of Junior Scholars the same subjects over again. Thus the Junior Scholarship has a double influence in causing its subjects to be taught in schools: it makes it profitable for the scholars to learn them; and it gives rise to a supply of teachers who can teach little else. Some of the ex-Junior Scholars work at law at the same time that they carry on teaching work; others devote themselves to the teaching profession entirely. The latter, if able and ambitious, are in a somewhat unfortunate position. Head masterships and other good teaching posts are usually given either to Englishmen or to New Zealanders who have travelled or studied in England; so that ex-Junior Scholars, unless they can save money for travelling, are apt to be relegated to the lower ranks of the profession.

So far few Junior Scholars who did not possess some private means have been able to study medicine or engineering, and few have been able to travel. Most of them go, whether by choice or by necessity, to recruit the teaching profession. The scholarship does not give a quite adequate start in life; its greatest use is to those only who really wish to teach, even in spite of the comparatively poor remuneration in the teaching profession.

To sum up, the Junior University Scholarship Examination in New Zealand is adequate to one of its functions—it does pick out the best boys and girls in the school. It can hardly be said to give them a fair chance of doing what they are best suited to in life; and, while arousing emulation between the schools, it has a very hampering effect as regards the subjects taught.



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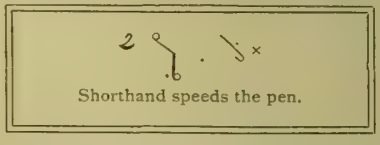
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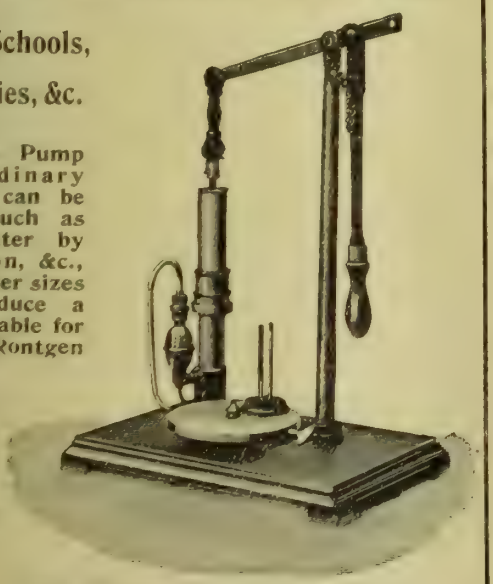
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INFORMATION COLUMN.

ARRANGEMENTS are nearly completed for the Easter meeting of the Modern Language Association in Paris, held on the invitation of Miss Williams, the President of the International Guild. A reception by the French Minister of Public Instruction will take place at the Sorbonne on Thursday, April 7. Lectures will be delivered by Professors of the Sorbonne on Thursday and Friday, and Saturday will be devoted to visits to schools. The invitation includes friends of members of the Modern Language Association. For further particulars apply to the Hon. Secretary, Dr. Edwards, University of London, S.W.

BROWNING.—Miss E. Whitley writes: "I am not a member of the Browning Society, but I venture to send you my reading of the first passage you quote. I take the speaker to be the woman, not the man. The 'path of gold' is for him. It leads away over the mountain to the world beyond, and the woman who will be left behind will need a 'world of men'—that is, all the bustle of life, all the varied pursuits and activities which one associates with men rather than women—to fill up the blank, the gap due to the loss or absence of her lover." Mr. W. J. Baylis writes: "I beg to offer the following suggestions on the two queries of your correspondent 'A. B.' in your January issue:—(1) 'The need of a world of men for me' must, I think, mean the need that men have for him. He represents both himself and the sun as returning to duty after a night's absence, at the same time suggesting that the sun's path of duty is more pleasant than his. He certainly does not mean to suggest that he desires the society of men as opposed to that of the one woman: rather the reverse is implied. (2) We must remember that Bishop Blougram had been pleading with Gigadibs for two things, viz., (*a*) an active life as opposed to one of mere criticism, and (*b*) religious faith. Gigadibs has evidently been struck by both these lines of reasoning. He is represented as fidgeting. He

> 'Played with spoons, explored his plate's design,
> And ranged the olive-stones about its edge.'

The last two lines of the poem, then, imply Gigadibs's conversion in both respects. He has tested his first plough, *i.e.*, he has embraced the active life, and he has for the first time approached religion in a non-critical spirit. For, the last chapter of the Revelation of St. John, although it can hardly have been meant as such by the author, stands as a sort of climax or summing up of the whole Bible. It is a kind of pæan or song of triumph on the part of religion. Thus the last line may be taken to imply that Gigadibs has abandoned argumentative methods, and has allowed himself to be caught by the spirit of religion." S. C. writes: "In reply to 'A. B.,' permit a lover of Browning and his intricacies, though not a member of the Browning Society, to suggest her ideas on the two points. (1) 'Meeting at Night':

> 'And the need of a world of men for me.'

The latter of 'A. B.'s' alternatives is implied, surely: 'the wants of my fellow-men, my service of humanity.' The claim of others constitutes a path of duty, the analogue of the sun's straight 'path of gold,' calling the spirit in the morning from dalliance. (2) 'Bishop Blougram's Apology': is not this the correct quotation?—

> 'he has tested his first plough,
> And studied his last chapter of St. John.'

Should it not mean that Gigadibs 'has ceased to trouble himself with metaphysical gospel'? In plain straightforward work—symbolized under one of the most primitive of human tools—the perplexities of the self-devised initiation into esoteric truth fade and disappear."

The Annual Report of the Association of University Women Teachers for 1903 shows that membership has risen to 1,291. In the number of appointments made through the Association there is a considerable falling off. The greatest demand is for natural science, and next for modern language, teachers. The normal salary offered is £100 resident and £60 non-resident.

A third and revised edition of Mr. J. Nield's "Guide to Historical Novels," in which one of the improvements suggested by our reviewer has been adopted, will be published in the course of the month.

SOCIOLOGICAL SOCIETY.—Applications for membership should be addressed to the Secretary, 5 Old Queen Street, S.W., who will send on application a pamphlet giving full account of the aims and programme. The annual subscription is fixed at one guinea.

E. R. M. wishes advice as to the best and fullest advanced German grammars (1) in German, (2) in English. "Weisse is muddly and not up to date."

ADDRESS OF REGISTRAR, TEACHERS' REGISTRATION COUNCIL.—Several correspondents have informed us that there are in the building 49 and 50 Parliament Street no less than three Registrars. This is, we think, a remarkable coincidence, but we are bound to retract our aspersions on the G.P.O.

Miss Mary C. Davies writes from the Board of Education to correct an error. In announcing her appointment the name was given as Miss May Davies.

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* Presidential Address to the Modern Language Association.

education." He boldly laid stress on the educational value of keenly contested school games. Like Pestalozzi, he insisted that in education the earliest years are the most important, and that therefore the most valuable of all educational influences will be found in a rightly ordered home. It was Mr. Spencer who urged, as many are urging now, that in education the individual mind should be guided through the steps traversed by the general mind, and that, so far as may be, education should be a repetition of civilization in little. It was he who maintained that children should be led to make their own investigations and to draw their own inferences ; that they should be *told* as little as possible and induced to *discover* as much as possible. He was one of those who advanced the most convincing arguments in favour of making school a pleasant place, instead of one which, in Locke's words, a boy was then apt to "abhor for the ill-usage it procured him." Mr. Spencer laid great stress on the educational value of drawing, and it was he who led the way in advocating brush-work and the use of colour in the early stages of education : "the priority of colour to form," he wrote, "has a psychological basis and should be recognized from the beginning, and from the beginning, too, the things imitated should be real." If he exaggerated the educational claims of natural science and undervalued the educational virtues of linguistic training, his error was due to an intense dislike of the pedantic tradition which persisted in the teaching of languages, and to a not unnatural enthusiasm for the unspoiled delights of scientific knowledge.

Characteristically English was Mr. Spencer's argument that science, wisely taught and rightly learned, inculcated the moral virtues of truthfulness, of thoroughness, of willingness to abandon preconceived notions when found incompatible with truth, and of reverent humility of mind before "the Universal Power, of which Nature and Life and Thought are manifestations." He saw clearly that the education which he extolled was but one expression of a great social force—the spirit of liberty. What he desired to stimulate was individuality, the spirit of inquiry, and freedom of ideas. "Bear constantly in mind the truth that the aim of your discipline should be to produce a *self-governing* being, not to produce a being to be *governed by others*." Much therefore that has happened during the last ten or twenty years was far from being to Mr. Spencer's liking. He lived to see a great revival of many of the ideas which he distrusted and some of which he had misunderstood. To some extent, perhaps, it is a question of words ; but he never rightly allowed for the mystical side in English character, or for its loyalty to ancient and well tested traditions, or for its sense of the value of common worship, or for its unwillingness to destroy institutions which, however marred by abuses, are closely intertwined with our national life. Nor did he rightly measure the still pressing need for defensive unity in our national life. And therefore he failed to be the interpreter of many of the forces which are now most noticeable in English speech and action. But he gave voice to thoughts which, though not noisy, are permanently at work below the surface, and which will not cease to hold their own. He was one of those who, by the intuition of genius, interpreted the European spirit—that spirit which, as M. de Vogüé has said, is being formed in our days, above all preferences founded on party or nationality.

But the personal influence, still more the written word, of any one man, however resolute and famous, forms an inadequate explanation of great changes in national ideas about education. Education is not a department of specialized interests, but an aspect of the national life ; and it is therefore crossed and stirred by all the currents of social aspiration, of economic need, and of spiritual perception which incessantly change the bearings of the ship of State. No one man, however luminous may be his genius, is sensitive to all these subtle changes of direction and of mood. Often, indeed, the very intensity of his convictions blinds him to the growing need for a counterpoise to the very doctrines which he himself was called to preach. And, so slow are the settled habits of administrative custom to adjust themselves to new ideas—within reason, so rightly slow, because permanence and patience in government are safer and stronger than hurried oscillations of change—that a great writer's influence often bears fruit many years after the first expression of his formative ideas and when already the hour has struck for further change.

In a measure, this fate befell Mr. Herbert Spencer. The educational outlook of England to-day would have been brighter, and less harassed by the hampering impediments of a bad tradition of early training, if Mr. Spencer's educational ideas could have been given directing power in the sphere of public instruction in the year 1861. For 1861 was the critical year. In that year his four educational essays first appeared in a collected form, and Mr. Lowe took the steps which fixed upon our elementary schools the crippling principle of payment according to premature, artificial, and evanescent intellectual results, tested by a method of individual examination which took no account of the more vital and fruitful processes of true education.

Yet to some omissions, and, if the word may be allowed, to some prejudices, in Mr. Herbert Spencer's writings on education we must, I think, in fairness trace back, at any rate in part, some of the weaknesses in our system of primary and secondary education with which we have now to contend. So distrustful was he of the consequences of the patriotic bias that he failed to assign to the sense of patriotic duty that place in public education which reasonably belongs to it. Mr. Spencer was far from denying the need and the value of what he called "a duly adjusted patriotism" ; but, in his dislike of the excess of patriotic emotion, he was led somewhat unduly to ignore the power of patriotic enthusiasm in kindling interest among the parents, zeal among the teachers, and impressibility among the children. Hence, too, he failed to assign its due place in early education to skilful training in the use of the mother tongue, and to familiarity with the stirring pages of national history, and with the poetry which interprets the ideal aims of our national life. It is true that, in spite of all ebullition of nationalism, the deepest mark of the present age is that of the mixture of races and the crossing of intellectual and emotional strains. But because children are growing up in such a welter of cross currents, the more do they need anchorage, the more do they need the steadying force of a national conviction. What country in Europe is there which has owed more, which owes more to-day, to the stimulus and inoculation of foreign influences than England? Poor indeed would have been our national life without the enrichment of these fresh and various ideas from other lands. Immigration and intermixture have been the secrets of our intellectual vigour. It was one of the shrewdest of observers who wrote :

> Thus from a mixture of all kinds began
> That heterogeneous thing—an Englishman.

But whenever this island of ours has been swept over by a succession of especially large waves of foreign influence there has nearly always followed a period of national self-consciousness, of desire to shake off vague cosmopolitanism and to reassert national identity. This drift of thought shows itself in politics and in economics. It is also, I believe, ready to show itself in education. It lies behind the strong movement of revived interest in the use of the mother tongue, of national history, and of national literature in our educational world. Let us respond to it. Let us avail ourselves of its help and power. And let us endeavour so to use it as to avert the misuse of it. For, in education as elsewhere, what Mr. Spencer called "national self-regard in excess" produces the two evils which he justly assigned to it : it "breeds a spirit of aggression and antagonism, and, by creating undue estimation of powers, it excites futile efforts that end in catastrophes."

In another respect Mr. Herbert Spencer's educational writings—or, rather, a perversion and misinterpretation of their meaning—have had a hurtful influence on the course of study in many of those of our English secondary schools which have been compelled to avail themselves of the financial assistance proffered by the State. Mr. Spencer's eloquent panegyric on the educational virtue of science has been so misunderstood as to have led to the undue neglect, in many secondary schools, of other studies which are not only vital to a liberal education, but also necessary as a preparation for real success in any great scientific calling. Least of all men did Mr. Spencer set up as the ideal of education a drab and narrow-minded utilitarianism. He was, indeed, so much of an idealist as to read into a rather narrowly scientific interpretation of human life elements of ethical, and even of religious, significance which coarser minds and duller eyes fail to find in it. Science to him was poetic, and therefore he underrated the power of other poetry in education. Science to him was full of religious influence, and

therefore he would discard much of that which to other men is the source of vision and the secret of spiritual life. But he was never disloyal to the higher aims of education. To him—as, in a different way, to Vittorino da Feltre and to our own Colet—the high task of education was "to guide a man in his conduct as a citizen." The history teaching which Mr. Spencer denounced was a teaching which, in his judgment, obscured the truths of civic duty and of national life. So far as he disparaged the study of letters and of language it was because he had seen them too closely identified with verbal pedantry, with worn-out traditions, and with fingering of the lexicon or of the "Gradus ad Parnassum."

And yet do we not feel that, after all, there was one aspect of what we call "the humanities" in education which he failed to appreciate, and to which therefore he never assigned the right value in his educational plans, and in his measure of the relative worth of different kinds of knowledge? Of man as an outcome of the working of natural law he would have us teach. Man in his relation to man—in his geographical relations, social relations, industrial relations, æsthetic relations, intellectual relations—this was to have a prominent place in the course of liberal study through which all should pass. But, in Mr. Spencer's discussion of this all-important subject, do we not feel the absence of any keen perception of the bearing on human life and on history of the spiritual relationship which so many men and women believe to exist between the individual human life and a hidden power—not impersonal, although unseen?

It is in this respect, I believe (though here, too, the difference is in parts one of words rather than of intention), that Mr. Spencer differed from what is strongest and most fruitful in the great humanistic tradition—the tradition of Vergerius of Padua, of Vittorino da Feltre, of Colet, of Erasmus, of Sir Thomas More, of Burke, of Wordsworth, and of Dr. Arnold.

May we not hope that this Association, hand in hand with the Classical Association, may do much to restate, in a form fitted to present needs and with due regard to various types of intellectual aptitude, that broad view of education which, as with the greatest of the early humanists, in one common training embraces the discipline of the bodily exercise, the discipline of letters, and the discipline of science; which maintains that the claims of intellectual thoroughness and of truthfulness in investigation are signal and paramount, but that the greatest powers in all education are not machinery and organization but sympathy and personal example; which, therefore, regards it as of fundamental importance to secure for the teacher the leisure, the opportunities, the resources, and the consideration which are appropriate to a calling of such value to the State; which lays its chief stress not on intellectual attainment alone, but on character enlightened by knowledge and fortified by self-control; which so trains a man to citizenship as not to narrow his outlook on the past or on the present; which makes the scholar a patriot, but also a man of his age and a friend of his fellow-workers in other lands; and which weaves into the web of educational influence things seen and things unseen?

ENGLISH LANGUAGE AS A SCHOOL SUBJECT.

THE excellent article published in a recent number of this journal on "The Teaching of English Literature in Schools" has encouraged me to hope that a few remarks on the severer sister-study may be not unwelcome. The study of English language is recognized in most public examinations as a necessary part of school education; it is a compulsory subject in most scholarship and University entrance examinations, as well as in examinations for Civil Service, &c. But its value as training has been to a great degree overlooked in practice, and for this both sides are to blame:—(1) The public examiners, for the heterogeneous papers set—papers which in some cases might almost be described as "general knowledge" papers. This is not, of course, true of all: *e.g.*, the questions set in the Victoria Preliminary have been up to the present on quite the right lines. (2) The schools, for the perfunctory attention given to the subject; and, though throughout this paper I refer chiefly to the schools I know best, I have reason to believe that the system in boys' schools is equally deficient.

Thus the class of paper set in many of these examinations invites cram, often of a peculiarly slipshod and disconnected kind; and the schools respond by treating the subject as a necessary evil. If taken in the right way, it may train a most valuable faculty, which no other subject of the school curriculum brings into play.

The comparative study of language is equal to any of the sciences in training accuracy and the logical faculty; but it also trains the habit of comparison most effectively. This habit, as applied to language, has a two-fold value: (1) By applying scientific methods to an arts subject, or, in other words, by treating an arts subject on the lines of pure science, it tends to counteract the English tradition of sacrificing exact scholarship to breadth and humanity—a tradition which is likely enough to be fostered by natural laziness on the part of both teacher and pupil. (It may be pointed out, for instance, that the English Universities will give an Arts Honours degree in history without insisting on any knowledge of palæography or diplomatic; or in a modern language without demanding any training in the general principles of comparative philology—with the exception of the English Language Honours at Victoria.) The new regulation just published by Victoria, by which a "set book in English literature" may be substituted for English language as a Preliminary subject, seems to be a concession to this laziness, and is much to be regretted; it is likely to have an unfortunate effect on the schools in the North of England. (2) It has a great practical value in after life, since it renders easy the acquisition of a new language, and gives a scientific delight to every such study. English men and women are notoriously slow in learning languages as compared, for instance, with Germans or Scandinavians; and I believe that the development of the comparative faculty early in life might do something to remove this reproach. In most cases it remains undeveloped.

The habit of comparison is not directly developed by the teaching of modern languages. These are treated, and rightly, mainly from the point of view of actual instruments of speech. More can be done with Latin, especially where Greek also is learnt; but where there already exists the difficulty of mastering a foreign language any effort to direct the pupil's mind regularly to the comparative aspect usually only causes confusion, and increases, instead of lessening, the difficulty. I have tried it in German classes with girls who came to me at sixteen and seventeen after learning German for a year or so, but with very little success. It is in connexion with the mother tongue that the comparative aspect can best be presented, and it is in gathering up the threads and bringing into connexion the different languages already being studied that we find one of the chief uses of the study of English language. It is strange, at a time when the "correlation of studies" has become a watch-word, that this aspect of language study is so little regarded. I am not suggesting any attempt at advanced comparative philology: that is not a school subject. But something might be done—on a small scale, but on sound lines—to prepare the way for such a study. Even this could not be undertaken at a very early age—certainly not before fifteen—since (1) it is essentially a logical study, and (2) it presupposes sufficient knowledge of at least one foreign language to serve for comparison.

The conditions under which English language is now taught are not, however, favourable to this use. The usual system is as follows:—English grammar is taught in the lower forms of a school. Then all study of English, as a language, ceases, until the higher forms are reached, in which pupils are prepared for University entrance examinations (which in many girls' schools serve as "school-leaving" examinations), and English language is then taken up as a compulsory examination subject. There are two main objections to this system: (1) Girls of seventeen, with no previous training in comparative study, have often great difficulty in understanding what is meant by identity in language. They are often incapable of detaching a word from its meaning, or a sound from the letter which expresses it; and much time has to be spent at a stage when it can ill be spared in acquiring conceptions which should have been an early growth. (2) The University entrance examinations in English language, when they are worth the name, require some considerable knowledge of English phonology and historical grammar. Hardly one of those preparing for them has any knowledge of English in its earlier stages; consequently,

phonology has to be taught very superficially, which often means that it will have to be unlearned later; and a large part of the historical grammar becomes mere cram—that is to say, the pupils are obliged to take facts on authority, having no means of testing their truth, which is in every connexion a bad habit.

To take a very simple example: the class has to be told that the word *oxen* is a relic of the weak noun declension (in order to be prepared for such a question as "Write notes on the plurals of the following words," &c.). Those who do not learn German—and the German students are generally in the minority—have no knowledge of what is meant by a "weak" noun. They have to take it on trust that *oxen* is not an irregularity, but almost the sole survivor of a large class of plurals. If they had actually seen the older English forms in the course of reading—that is to say, in their natural surroundings—the fact would have had some meaning and interest for them; but a survival is of no interest to those who know nothing of the state from which it has survived. Thus forms which would fall naturally into a system, if the class already knew something of older English, must be learnt as a string of isolated facts; for the pupils have no means of testing or realizing the principles on which they are based. The case is more serious when more complicated questions (*e.g.*, pronouns or the classification of strong verbs) are being dealt with.

Phonology also is apt to be confusing. The class learn in classifying Modern English vowels to disregard the letter and think only of the sound; but when they come to *Umlaut* they find that they often have to do the reverse in dealing with Modern English examples (*e.g.*, in *man*, plural *men*, and *fall*, causative *fell*, the vowel *e* is apparently, if the sound only be considered, the *Umlaut* of two different vowels): this difficulty would be avoided if they knew something of the English language at a time when sounds and letters corresponded. Again, Grimm's Law is a necessity; but the teacher is often tempted to omit Verner's Law, owing to the extreme scarcity of modern English examples. If she does, some German student in the class is sure to ask why *Vater* has *t* instead of *d*; or, much worse, give in happy confidence *pater*, *father*, *Vater*, as an example of Grimm's Law. She must then go back and explain Verner's Law, with Old English examples; for to call the quoted instance an exception would be to destroy at once all faith in the stability of Grimm's Law. If the latter is omitted altogether, as some English Language manuals recommend, it is, of course, impossible to make the class understand the relationship between English and other Indo-Germanic languages.

I do not mean to suggest that these things should not be taught in the higher forms of schools, nor that the Universities are wrong in demanding them: I have tried to show that they represent not only useful knowledge, but also valuable training, supplied by no other medium. They give, further, a value to the native tongue, and an insight into it, which simple grammar (an elementary subject) could not give in anything like the same degree.

I wish that this view were more widely recognized, and the subject more intelligently handled. If it is to be of any real use, if it is to be intelligent, some practical knowledge of the earlier stages of English is essential as a foundation. In Germany, an earlier stage of the language is a part of the regular curriculum in many of the girls' *Gymnasien* (whether in all, I am unable to say); and this may have something to do with the fact that at the German Universities the *neue Philologie* is such a popular subject with the women students, in contrast to English girls, with whom history and literature are decidedly the favourites among arts subjects. In these German schools, as a general thing, portions of the "Nibelungenlied" or the "Gudrun" are chosen; but a corresponding period in English would hardly answer the purpose. Modern German is an inflected language, and can therefore easily work back to Middle High German; nor are the grammatical forms in the above-named texts by any means so mixed as in a Middle English text. But to go back from the uninflected Modern English to the mixed and varying forms of Langland and Chaucer (the usual choices where any older English is taught in schools) can only breed confusion in the pupil's mind. The sensible plan is to attack at once the unmixed inflected dialect of West Saxon, and then, having secured a standard, work from that to the later forms.

The name "Anglo-Saxon" frightens many people; but there is no great difficulty in the language, and I can confidently assert that the ordinary school-girl finds the logical and regular Old English far easier than Middle English where no Old English has been studied. If, for the year before the regular study of English language begins, half-an-hour were given once a week to easy Old English prose, a sufficient working knowledge could be got (1) to form a basis of comparison with Modern English when the history of the language comes to be studied; (2) to clear up the difficulties of Middle English grammar when, as is frequently the case, Chaucer or Langland has to be studied for an examination. The terrible question of home-work need not be brought in: I should, in fact, on all grounds, recommend that the work be purely class-work; since, if the reading were all unseen, the minds of the class would be kept constantly on the look-out for comparison and analogies. Thus, so far from interfering with the usual school-work, the class I propose would be a help, especially to the language studies.

To begin with, the class should read something which they already know in Modern English, *e.g.*, some of the New Testament parables. They may then pass to easy passages of the "Chronicle," which would serve also as an introduction to the earliest contemporary vernacular sources of English history; and, if they make sufficient progress, they may then read King Alfred's account of Ohthere's and Wulfstan's voyages, the oldest original narratives of exploration in English. They should be encouraged to read the passages, not as a foreign language needing preparation, but as an older dialect of their own tongue, whose words are essentially the same in a slightly different form: and where a word suggests no descendant in Modern English the teacher will be there to give the meaning and any analogous or cognate forms. They should be encouraged also to draw on their knowledge of any foreign languages studied in the school; and to notice and classify the relations to be expected between the Old English word and its modern descendant. They will thus be growing familiar with the principles of comparative study, as well as laying a firm foundation for the study of the history of the language.

I may add that these suggestions are not based on mere theory, but are the results of experience. The subject treated on these lines has, of course, to be handled with great care and intelligence by the teacher; but the suggestion is addressed to those who know their work. As for the pupils, they find this kind of study not only more inspiring and more profitable, but also much easier, than learning to define *pleonasms*, *anacoluthon*, *neologism*, *hyperbole*, &c., which is the kind of English Language still encouraged by some examinations. The object of the kind of work I suggest is to turn a "compulsory subject" from cram to intelligent study, to make the acquisition of foreign languages easier, and to open a field of infinite possibility for interest in later life.

L. WINIFRED FARADAY.

JOTTINGS.

THE following is the peroration of a New Year's article in an educational contemporary:—"We do not need to dot and cross the letters of these hints—no need to caution teachers everywhere that their Union and this its organ are friends, advisers, and champions which they cannot afford to neglect. 'When Israel out of bondage came,' *anno salutis*, there were aimless wanderings in the desert, murmurings, and perishings out of even sight of the Promised Land. If we think more of the tables of the law than the golden calf, 'all other things shall be added unto you.' No eye can range far enough to see the outcome of the great changes inaugurated last year and to be completed in initiation this year; and if eye could so see no tongue could fitly describe the great issue of it all." Puzzle: To what year does *anno salutis* refer, under the new or the old dispensation? The style points to the same writer as the gentleman who in another column states that "the rehabilitation of Mr. R. to good health gave lively satisfaction."

THE *Author* recently published an unsigned article by a gentleman who boasted that he was making a substantial living by playing the "ghost," *i.e.*, by writing short stories and novels to which well known novelists put their names. The next number of the *Author* contained a disclaimer repudiating, on the part of the Committee of the Authors' Society, such practices as unprofessional and immoral. We hope the editor of *Education* will take the lesson to heart and disclaim the senti-

ments of "An Imaginary Colloquy," which appeared in the January number; otherwise innocent readers will imagine that *Education* considers the registration of teachers an official fad, contrived to put a poll-tax of a guinea on starving teachers, and training a new torture invented by experts and educationists to stifle the "sporting spirit" which is the very life-blood of English schools.

THE last report of the inspectors under the old London School Board complains of the almost universal bad spelling. The *Globe*, endorsing the complaint, hopes that, under the new *régime*, with more attention given to the three R's and less to extra subjects, this defect will be cured. We sincerely hope it will not. The cure for bad spelling is not a return to the old stupefying drill in Butter, but the arousing of wider interest. Teach a boy to read and to love reading, and spelling will come of itself. And is not orthography, after all, an overrated accomplishment? The Elizabethans were careless even to the spelling of their own names.

VERY apposite to the article on "The Teaching of Arithmetic" is a story for which we can vouch. A regular examiner in the Locals was taken to task by a head mistress for setting only sums which involved elaborate manipulation of figures, and nothing to test knowledge of principles and common sense. He candidly acknowledged that hers was the more excellent way, but under present conditions it was impossible. "I have thousands of papers to look over in the year, and to look over such papers as you suggest would take me twice or thrice the time. The work barely pays me as it is, and I should starve."

ALL know the Senior Classic's famous misrendering of Theocritus: "And the ape scratched from his head the accumulated dirt of four years," where the only fault is that it does not suit the context. Equally ingenious is the following translation by a schoolboy of Horace's

"Nec dulces alumni
Pomifero grave tempus anno":

"Nor the sweet-toothed schoolboys, an age fatal to the apple-bearing season."

MR. J. L. HOLLAND has resigned his mastership at St. Olave's Grammar School to assist Prof. Sadler in his work of local organization. Several large centres, such as Liverpool and Nottingham, have already engaged Prof. Sadler's services to conduct an educational survey on the lines of his Sheffield Report.

THE *School Government Chronicle* publishes an official report of the Leeds Conference, but it is evident that the proofs of papers read were not in all cases corrected by the authors. Here are a few of the misprints from one on Modern Languages: "*Lanttefelm*" (*Lauttafeln*), "fini fleur," "Ste Beure," "Torqueville," "primus inter peres," "corruptio optimio fit pessimo," "moti muunt sui" ("mole ruunt sua"). The author is sometimes "Mr.," sometimes "Mrs.," and, after a high-sounding peroration, ending with a biblical quotation, he adds, as his (or her) last word): "I asked when *si* is found with the subjunctive."

IN addition to the courses in France and Spain, the Teachers' Guild has made arrangements for an August Holiday Course in Germany, at Neuwied on the Rhine. Information can be obtained from the Secretary, 74 Gower Street, W.C., or from Mr. J. W. Longsdon, 6 Claremont Gardens, Surbiton.

THE New Method is not the philosopher's stone. Here is a sample of what may come from the crucible: "Sur le table est mon diner. Je mal a la tete dit mon pére. Je mal au dents repondez ma soeur. Il est toujours cet."

CORRESPONDENCE.

THE TEACHERS' REGISTER.

To the Editor of The Journal of Education.

SIR,—In my previous letter I endeavoured to anticipate a challenge as to the alleged unpopularity of the Register, by the quotation of my own experience. However, I must not complain if you require a larger warrant. I suggest, therefore, that confirmation may be found in the fact that but 10 per cent. of secondary teachers has applied for registration. Even taking all other factors into account, it can scarcely be doubted by an impartial observer that a large proportion of those who have not applied are deterred not so much by the difficulty of admission as by a feeling of indifference or hostility.

I am disposed to contend that the latter sentiment has been evoked by the failure of the Consultative Committee to seize a golden opportunity of framing a Register acceptable to secondary teachers. This feeling has been intensified of late by the utterances of prominent elementary teachers. Such remarks are as impolitic as they are untrue, if it were wished to commend the cause of the solidarity of the profession and the unification of the Register.

Moreover, it is to be regretted that a journal which professes to be the official medium of communication between members of a Guild consisting of an overwhelming proportion of secondary teachers should seem, even indirectly, to echo such sentiments by committing itself to the statement that admission to Column B "does not necessarily imply high academic—*or*, *indeed*, *any*—qualifications." It would be ridiculous to set oneself to deal with such a declaration by way of argument, but, even supposing it to be true, would it be likely to act as a stimulant to the lagging and indifferent teacher so as to induce him to press forward for the honour of being placed on a list conferring so little distinction? I am, frankly, hostile to the Register, as at present constituted, but I have never said anything so bad as this, which has been uttered in the house of its friends!—I am, Sir, very truly yours, &c.,

J. O. BEVAN.

Chillenden, Dover, *January* 15, 1904.

[A head mastership cannot be called a qualification, except on the score of "beati possidentes." That is all we meant.—ED.]

PLYMPTON GRAMMAR SCHOOL.

To the Editor of The Journal of Education.

SIR,—I gather from your columns that Plympton Grammar School has been closed from "want of support." Does this phrase mean want of boys or want of endowment or want of fees?

I have before me a letter from the then Head Master of Plympton Grammar School (under date of July 14, 1888), from which I take the following:—"Much that you urged on the Charity Commissioners in your dealings with them I endeavoured to enforce when we obtained our scheme in 1881. It is perfectly absurd to suppose that we (small grammar-school masters) can, with two masters, and they juniors, teach properly the same number of subjects as they can at Rugby and Winchester. We have tried the scheme and found it wanting, and, after some correspondence, an Assistant Commissioner is shortly coming down; but I don't anticipate much good from his visit. My experience is that they have a set model, and, to save themselves trouble, are pushing all the grammar schools into conformity to it, without considering the income of each and the class of boys attending."

Now, the closing of an historical school like Plympton and the tragic end of the writer of the above seem to need investigation.—I am, Sir, your obedient servant,

THOMAS ALLEN.

January 7.

MR. HERBERT SPENCER ON ST. PAUL.

To the Editor of The Journal of Education.

SIR,—In one of the lately published parts of "The Principles of Ethics" Mr. Spencer has a chapter on the evolution of veracity. His summing up of the matter—that lying is the vice of the slave and truthfulness the characteristic of the free man—is sound enough as a broad generalization, but very incomplete as a scientific statement. Unfortunately, as we see every day, men will lie for hope of gain, as well as for fear of punishment; and, as every teacher knows, the mere pleasure of invention has irresistible temptation to many children, and not to children only. "There is one type of liar who loves a lie for its own sake, and another who lies to win reputation or to make money," says Aristotle; and Montaigne tells us that lying was and always had been a characteristic of his countrymen, though they cannot be said to have lived under an exceptionally "coercive social structure."

But narrow as the induction may be, it is to be hoped that the facts drawn from "travellers' tales" upon which it is based are, as a rule, more to be depended upon than the following strange statement about St. Paul, "who, apparently rather piquing himself on his 'craft and guile,' elsewhere defends his acts by contending that 'the truth of God hath more abounded through my lie unto His glory' (Romans iii. 7)." Surely no deacon of a little Bethel ever more grotesquely misapprehended the Apostle, who preached, if any man ever did, the "ethics of amity," and begged his Greek converts to put away lying, and speak every man truth with his neighbour. After all, accuracy is a part of truthfulness, even in "relative ethics."—Yours &c.,

DECANUS.

NATURE AND NURTURE AGAIN.

To the Editor of The Journal of Education.

SIR,—Permit me a few more remarks on your notes on the Huxley Memorial Lecture in your November number. I think Prof. Pearson was speaking of exceptional ability or intellect. What is lacking in the parents—that is, in the heredity of those saved by Dr. Barnardo and by industrial schools, is probably parental instinct or natural affection. It is well that a reversed and special environment should prevent exciting causes working upon predispositions, and at least suspend heredity. Surely we must wait a generation or so before we can point to evidence of its actual destruction.

"But these things ye ought to have done, and not left the other undone." The agencies already mentioned should have their work completed by assisting such movements or societies as the National Association for the Feeble-Minded, 53 Victoria Street, Westminster, S.W., which aims at permanent homes, care, and supervision for one class whose heredity should as much as possible be eliminated.—Yours truly,

CHARLES G. STUART MENTEATH.

23 Upper Bedford Place, W.C.
December 24, 1903.

CALENDAR FOR FEBRUARY.

[*Items for next month's Calendar are invited. Matter should reach the Office, 3 Broadway, Ludgate Hill, London, E.C., by the 23rd inst.*]

2.—University College, London. Introductory Lecture to a course on "International Law on a so-called Equality of States," by Prof. Macdonell, LL.D., C.B., 5 p.m.

2.—Royal Drawing Society. Memory Drawings for Princess Louise's Prize. Annual Exhibition.

3.—University College, London. First of a course of Lectures on "Gerhart Hauptmann," by Dr. Steppat, 8.30 p.m.

3 (and following Wednesdays).—St. Anne and St. Agnes, Gresham Street. Lectures on "The Education Acts," by the Rev. Septimus Buss, 1.15 p.m.

5.—University College, London. Continued course of Lectures on "Spectroscopy," by Mr. E. C. C. Baly, 5.30 p.m.

10, 11, 17, 18, 24, 25.—University College, London. Public Barlow Lectures on "Dante's 'Paradiso,'" by the Rev. E. Moore, D.D., 3 p.m.

11.—University College, London. First of a course of Lectures on "Shakespeare's Plays," by the Rev. Stopford Brooke, 8 p.m.

11.—Battersea Polytechnic. Lecture on "The Placing of Domestic Economy on a Scientific Practical Basis," by Prof. Armstrong, F.R.S., 5 p.m.

11.—Bedford College for Women. Lecture on "The Truth about Shakespeare's Career," by Sidney Lee, Litt.D., 5 p.m.

13.—Société Nationale des Professeurs de Français en Angleterre. Distribution of Prizes, 4 p.m., at the Mansion House.)

15.—Post Translations, &c., for *The Journal of Education* Prize Competitions.

20.—College of Preceptors. Council Meeting.

22.—Post School News, items for this Calendar, &c., and Advertisements for the March issue of *The Journal of Education*.

24.—University College, London. Annual General Meeting of Members of the College, 5 p.m.

24.—Royal Drawing Society. Annual Exhibition of School Drawings for General Competition.

25 (first post).—Latest time for receiving urgent prepaid school and teachers' advertisements for the March issue of *The Journal of Education*.

26.—Northampton Institute. Lord Kelvin presents the certificates and prizes, Conversazione of members and students, at the Institute, St. John Street Road, London, E.C.

The March issue of *The Journal of Education* will be published on Monday, February 29, 1904.

HOLIDAY COURSES.

NANCY.—All the year round. French. Apply—Monsieur Laurent, à l'Université, Nancy.

PARIS.—Easter and Christmas Holidays. French. Apply—Mr. W. G. Lipscomb, County High School, Isleworth.

SANTANDER.—Teachers' Guild Holiday Course, August 4

TOURS and NANCY.—Teachers' Guild Holiday Course, August 2.

REVIEWS AND MINOR NOTICES.

History of the Problems of Philosophy.—By JANET and SEAILLES. Translated by ADA MONAHAN. Edited by HENRY JONES. 2 Vols. (Price 20s. Macmillan.)

In order that "the culture of the world may be assimilated by the individual" there can be no doubt that the application of the recapitulation theory to practical teaching is, to some extent, both feasible and desirable; and to no branch of culture, perhaps, can this theory be applied more largely than to the study of philosophy. Putting aside the absurdities of the concentric circles corresponding to imaginary culture epochs, we may admit that in this study there is no safer road than the actual course of historical growth. The present book is an attempt to treat the different problems as units and to study them historically, without losing sight of the reciprocal relation of the different problems. The formation of some such book as this is a task which every philosophical student is bound to perform for himself; this particular commonplace book, as it may be termed, is meant to aid and guide him rather than to act as a substitute for his individual effort; none of the information, therefore, which the authors give is "over-peptonized." The book, however, is more than this. Though the references are fairly numerous and well chosen, and, thanks to the editor, thoroughly trustworthy, by their lengthy explanations and summaries the writers have attempted to unite with these characteristics those of a short historical text-book of philosophy. This double aim has necessitated the curtailing of the number of references and a diminished fullness, and sometimes clearness, in the explanations. So that, if the latter appear somewhat meagre and sketchy, and if, like the serial novel, they appear to break off just at the exciting moment, the writers must be forgiven in view of the plan of their book. The iteration and cross-references which result are advantages from an educational point of view; but, on the other hand, the English reader cannot fail to notice that the latest aspects of the problems are handled least satisfactorily. Perhaps this is a necessary consequence of the application of the "culture-epochs" theory, according to which the student could only reach the consideration of present times when he has reached the acme of his development; but it is more certainly due to the enormous mass and the controversial character of modern material, which both in the choice of matter and in its treatment compels the obtrusion of the personal equation. We are told that, "in accordance with the French cast of mind, Royer-Collard carried out Reid's psychology to its ultimate consequences *with strict and relentless logic*"; and yet it is just this cast of mind that we miss most in this book. Can the authors, in their own persons, be crucial instances which disprove the theory on which their method is based? It would be impossible, however, not to mention the simply admirable account of Kant's "Theory of Knowledge" (Vol. I., pages 116–139), an account which is clearer and more thorough than any we have met in English. The chapter on Scepticism and Certitude also is well worked out and exemplifies the advantages of the method. English students will find much that is fresh to them; and, though they may think some of their favourites are neglected or misrepresented—as, *e.g.*, in the case of Herbert Spencer (Vol. II., page 89)—while Mallebranche and Spinoza meet with a very full and just treatment, this apparent want of proportion may be easily corrected by reference to German histories. The chapter on Association of Ideas cannot be said to end happily; there is a want of poetic justice, too, in dismissing Hegel's "Theory of Knowledge" in a vague page and a half. Indeed, the accounts given here are certainly inferior to those of most of our accepted text-books.

The skill with which the authors thus manipulate their information—giving special attention to views with which they sympathize, while passing over others cursorily, thus gradually concentrating the attention of their readers, the students of the *lycées*, upon tenets similar to those of the school of Cousin—would undoubtedly be a good quality were those readers children who needed auto-suggestion and example; but philosophy is not milk for babes, nor is it to be founded on the prepossessions of our teachers. In this book we are a long way from the spirit of "cogito; ergo sum." Whether they have always set us a good example by relentlessly going to the fountain head for all their knowledge seems rather doubtful.

The editor's work of correction and verification of references was "very laborious" and, even in passages where the small print of quotation is not used, reminiscences of more or less trustworthy authorities often occur. In fact, the bad habit, which is the ruin of education, of reading books about books instead of the books themselves is rather encouraged by the large number of quotations from French writers upon doctrines other than French. After all, the guiding principle of a book of this kind should be *οὐδὲν οἷον αὐτὸν ἐρωτᾶν*.

Considering the breadth of the subject and the enormous amount of work it entails, we could hardly expect to avoid noticing some misleading or inadequate statements. It is in no sense true, for instance, that "Locke begins by attacking Descartes's theory of innate ideas" (Vol. I., page 112); the quotation from Descartes's letters given on page 101, Vol. I., should have made such a statement impossible. Every one knows that Descartes's theory and Locke's conception of that theory differed widely. Very few anthropologists and very few philosophers of religion would consent to the statement (Vol. II., page 248) that "the marks of a religion are three—firstly, a revealer; secondly, a sacred book; thirdly, a system of metaphysics and of ethics." Are not these accidental circumstances compared with the presence of "that consciousness of a power which curbs and humiliates us, but at the same time draws us up to itself, which is the essence of religion, and the source of all man's higher life"? So far from the Greeks having no religion, they were, as St. Paul told them, too religious. Again, not many psychologists will agree that Weber's Law is "of the greatest significance." But, however we may differ from some of the views expressed by the authors, the idea of the book is certainly novel, and, as it stands, it is carried out with great skill and care; and we venture to prophesy that their hopes will be realized, and that the book will be of great use in introducing pupils to the study of philosophy and its history. The book is provided with a full index of proper names at the beginning of each volume, is translated into clear and forcible English, and is well printed in large type.

A Synopsis of the Gospels in Greek, with Various Readings and Critical Notes. By the Rev. ARTHUR WRIGHT, B.D. Second Edition. (Price 10s. net. Macmillan.)

The second edition of Mr. Wright's well known "Synopsis" deserves more than passing mention. It has been considerably enlarged by the addition of much valuable material, and in its new form will be indispensable to serious students of the Gospels, of all schools. One of the most useful improvements introduced consists in the grammatical, critical, and introductory notes which have been liberally appended to the Greek text throughout. These are always fresh, exact, and concise. Besides these the most important various readings have been inserted (including a selection from the readings of the Old Latin and Old Syriac versions), and an introduction has been added, together with a small selection of *agrapha* and some valuable tables. The introduction, which is full of good things, deals at some length with the analysis of the Gospels, the oral hypothesis, the sources and topography of the Gospels and their historical trustworthiness, and Church lessons (as embodied in the Gospel narratives). There are also two chapters dealing with "The Resurrection" and "The Virgin Birth" respectively.

Mr. Wright, as is well known, is the leading champion of the oral, as opposed to the documentary, hypothesis of the origin of the Synoptic Gospels. He here restates the arguments for his position with conspicuous ability and great force. According to him the first three Gospels can be analyzed into five main sources, which represent five main cycles of oral teaching—viz., (1) the Marcan source (= Gospel of St. Mark), (2) the Matthæan *logia* (consisting mainly of discourses—non-Marcan matter), (3) the Pauline source (mainly St. Luke ix.-xviii., the "travel narrative"), (4) a collection of anonymous fragments in the First and Third Gospels, and (5) the Gospel of the Infancy (St. Luke i.-ii., the Genealogy, and one or two other narratives). In addition to these, Mr. Wright detects various marks of editorial revision, which he classifies separately. In the case of the Second Gospel a *proto*-Mark (consisting of St. Peter's recollections) is distinguished from a *deutero*-Mark (also mainly Petrine, but added later) and a *trito*-Mark (consisting mainly of later, non-Petrine, editorial embellishments). For the oral hypothesis Mr. Wright claims that it is "most in accordance with the habits of the Apostolic age," and cites in favour of it the analogous Jewish oral repetition of the "Halaka" and "Haggada." The weak point in the theory seems to be the assumption of the existence of an extensive order of catechists, for which there is very slight positive evidence. Whatever view may be taken on this matter, however, Mr. Wright's analysis is of great value. With regard to the question of the historical trustworthiness of the Gospels the author assumes an attitude of sober criticism which will commend itself to those who approach the study of the Gospels without pronounced prepossessions for or against. His discussion of the Resurrection narratives is an excellent example of his method. On the burning question of the Virgin Birth he comes to the conclusion that the doctrine "was not generally revealed in the earlier part of the Apostolic age; we have no proof that St. Paul was acquainted with it. The Genealogies appear to us to have been drawn up by persons who did not hold the doctrine. Like many other doctrines, we believe it to have been kept back until conflict with heresy brought it forward." Nevertheless, the author "cannot admit that the decisions of the later Apostolic age are to count for nothing" (page xlii). He insists (we think rightly) on the lack of chronological arrangement in the Synoptists, who group their material topographically. He attaches high historical importance to the Fourth Gospel, and by means of it does not hesitate to correct the first three. The First Gospel assumed its present form in a community of Greek-speaking Jews, which the writer supposes to be Alexandria. But why not Syria? One of the most interesting points brought out is the suggestion that the Gospels were originally arranged in fifty-four (easily separable) sections, as a lectionary to cover the Church year. There is much to support this theory, especially in the case of St. Matthew.

The whole discussion is fresh and stimulating in the highest degree. Mr. Wright has produced an attractive text-book of the Gospels of high critical value. All students of the New Testament should possess it. We may add that it is published at an extraordinarily low price.

A Text-Book of Botany. By Dr. E. STRASBURGER, Professor in the University of Bonn; Dr. FRITZ NOLL, Professor in the Agricultural Academy of Popelsdorf and in the University of Bonn; Dr. H. SCHENCK, of the Technical Academy of Darmstadt; the late Dr. A. F. W. SCHIMPER, Professor in the University of Basel. Translated from the German by H. C. PORTER, Ph.D., Assistant Instructor of Botany, University of Pennsylvania. Second Edition. Revised with the Fifth German Edition, by W. H. LANG, M.B., D.Sc., Senior Assistant in Botany, University of Glasgow. With 686 Illustrations, in part Coloured. (Price 18s. net. Macmillan.)

When we received this handsome volume of 670 pages—rather heavier than is the wont with Messrs. Macmillan's publications—we uttered a natural sigh: "Why a new text-book of botany? Have we not enough of them already?" We are ashamed to say that we were ignorant of the existence of the first edition of this most excellent translation from the German original.

But, as we cut the pages and dipped into it, our attention was arrested, and, finally, we have read it through from title-page to index, and we have not found a dull page. Perhaps there was no need of a new text-book of botany; perhaps we had already enough of them—Heaven knows how many of them had better never have seen the sun!—but this one completely justifies its existence. It is not a book for a beginner, except he be working under the guidance of an experienced teacher—that is to say, it is not an elementary text-book; it does not claim to be that. But nothing could be better for the student who has some previous knowledge and who has acquired some elementary skill in microscope work; for not only the method of the book, but the language of it, is extremely lucid. It has none of the appearance of having been "made in Germany": section leads on to section and chapter to chapter as easily and naturally as the dock and the spinach lead on to the carnation and the starwort.

Had we no other reason for doing so, we would welcome the book for the sake of the illustrations—they are so accurate, so clear, so fresh. We find none of the old figures, of which we have grown so weary from the days of Balfour's "Manual" downwards, through how many generations and *bolgie* we cannot reckon. The coloured figures in the part named

"Special Botany"—"Systematic Botany" would be the more usual term—are extraordinarily successful, and for their sake we forgive the weight of the volume, of which at first we were inclined to complain.

The system adopted is that of Alexander Braun, as modified and perfected by Eichler and others. When shall we have our *floras* arranged according to this system, or, at least, according to some really natural system? How can we teach in our schools the real relationship of plants when we have to refer our boys and girls to *floras* arranged according to the system of De Candolle, preceded, for the most part, by a Linnean key? Not to criticize our own *floras*, which are, indeed, better than some, what a terrible book is Gremli's "Flora für die Schweiz"! This is surely a matter which might well be taken in hand by the Botanical Section of the British Association in conjunction with the Educational Section. Will not Dr. Lang or his distinguished chief see to it?

We had very nearly forgotten to mention that a valuable and interesting feature of this book is an index of poisonous and officinal plants to the number of 310, mentioned as such in the text.

The Origin and Growth of the English Colonies, and of their System of Government. By HUGH EDWARD EGERTON, M.A., Author of "A Short History of British Colonial Policy," &c. (Oxford: Clarendon Press.)

Although in some degree founded on Mr. Lucas's "Introduction to a Historical Geography of the British Colonies," this book contains so much fresh matter that it is more than a new edition. Its appearance is specially opportune at a time when a scheme for binding the colonies more closely to the mother country by preferential tariffs is under discussion. No one ought to express an opinion on this or many other points of colonial policy unless he has mastered the questions which are adequately treated in this little volume. Mr. Egerton points out the difference between a colony proper, primarily a settlement of people, and a plantation, primarily a capitalist's investment, a distinction which lies at the root of all colonial policy. After a chapter on the age of discovery and the methods of colonization pursued by France and the Dutch, he comes to the English colonies in North America. Accepting the mercantile system in common with all other nations, England regarded her colonies as foreign possessions, or plantations, to be used for the increase of her own commercial interests, and hence, though she acted liberally by her American colonies, she thwarted them by limiting their commerce and manufactures. This is ancient history. With the discussion of the labour problem in new colonies we come to a question of to-day. It was solved in past time by the transportation of convicts. Bad as the effects of this system were in many respects, it had, as we are reminded here, very great economic advantages, and it converted the vagabonds of one land into useful citizens of another. Asiatic labour removed the worst difficulties which arose from the emancipation of the negroes, and it made the cultivation of sugar possible in Queensland. Australia has renounced it. Yet it will certainly be found profitable in the goldfields of South Africa, and, if the safeguards which are here indicated as necessary are provided (a very large "if"), will probably not be pernicious.

What should be the political future of these new possessions of the Crown in South Africa for which we have paid so dearly? The answer will be found in the chapters which relate how British colonies have passed from the condition of plantations managed by owners, or of dependencies ruled directly by the Crown to that of colonies with responsible governments, and in the cases of Canada and Australia to that of colonial confederations. Mr. Egerton further explains why it is that the constitutions of these two great confederations are in certain respects different. The difference arises not from mere whim on the part of either, but from their special circumstances. The problems of the present moment—the duty of the British colonies to contribute adequately to the defence of the Empire, preferential tariffs, and the possibility of some system of Imperial federation—are treated in a practical spirit. Some words of praise are given to Lord Selborne for his enunciation of the maxim that no local scheme of naval defence can be sound; for the sea is one, and, if the Empire is to be safe from invasion, Great Britain must be supreme not in this sea or that, but by sea everywhere. He deserves praise for his statesmanlike remark, but an historian should remember that the principle was laid down long ago by William Pitt in a letter to the Earl of Rutland in 1785, with reference to his scheme for inducing Ireland to make a fixed annual contribution to the expenses of the Navy in return for the grant of commercial advantages.

"English Men of Letters."—*Crabbe.* By ALFRED AINGER. (Price 2s. net. Macmillan.)

Canon Ainger has done his task with workmanlike thoroughness. He has gathered, and made good use of, some new materials—unpublished letters, sermons, and commonplace books of Crabbe in the possession of Mr. John Murray; a copy of the "Memoir" by Crabbe's son, enriched with copious notes by Edward FitzGerald; and, lastly, a letter of Crabbe to Burke which had been overlooked by previous biographers till M. Hachon pointed it out to the author. The result is a most meritorious performance; but it leaves on us the impression of conscious effort. The author does justice to his subject; but Crabbe is not to him a kindred spirit, like Lamb. The most original criticism is the suggestion that the "dream scenery" of "Sir Eustace Grey" is the result of opium—a theme that is elaborated with much acumen.

For the man, apart from his poetry, it is indeed hard to feel or kindle enthusiasm. He is hopelessly commonplace. He came to London with the proverbial half-crown in his pocket, lived here (as it now appears) mainly by sponging on his future wife's relations till he was rescued from his garret by Burke, took Holy Orders with the same motives as the aspirant to a head mastership now does, was presented by his literary patrons to a number of livings conjointly and in succession, and rivalled Goethe in the number of his sexagenarian flirtations. We must resist the temptation to join in the discussion on the quality and rank of Crabbe as a poet which this volume has provoked, and confine ourselves to a single criticism of the critic. In the famous simile from "The Village" which first won Burke's ear Canon Ainger finds "something that was not found in Pope," and also "something more poignant than even in Goldsmith." To us the simile of the hunted hare returning to its seat is both more natural and more pathetic. Only stress of rime can have made Crabbe describe swallows as *standing* "on their neighbouring shore." And, in justice to Pope, it should be added that it would be hard to find in him so awkward a construction as the "who" and "whose" with different antecedents in the fourth couplet.

"English Men of Letters." New Series.—*Fanny Burney.* By AUSTIN DOBSON. (Price 2s. net. Macmillan.)

Mr. Dobson has made the eighteenth century, in its social and bellelettristic aspects his own peculiar preserve, and the life of Mme. D'Arblay could have been entrusted to no more competent hands. The leading features have, indeed, been stereotyped in Macaulay's famous portraiture, and there is nothing left for a subsequent biographer but to fill in details and correct minor inaccuracies. This Mr. Dobson has done with loving care; and we have here, in place of a bold black-and-white sketch, a delicate etching. It is somewhere remarked that, but for Macaulay's "Essay," no one at the present day, except a few curious students of literature, would have read "Evelina" or "Cecilia." Mr. Dobson, we doubt not, will have achieved a similar feat in reviving the "Diary." It is a rich mine from which he has extracted golden nuggets—and they are only samples of an inexhaustible vein of delicate observation, kindly wit, and large humanity.

For the strange French Mme. D'Arblay is mainly responsible, but *le façon* and *quoique ce soit* must be misprints.

(1) *Principles of Arithmetic.* By H. O. R. SIEFERT. (Price 2s. 6d. Heath.) (2) *Lectures on the Logic of Arithmetic.* By M. E. BOOLE. (Price 3s. Clarendon Press.) (3) *The Principles of Arithmetic.* By D. O'SULLIVAN, Ph.D. Sixteenth edition, with a Supplement by W. J. DILWORTH, M.A. (Price 3s. 6d. Dublin: Browne & Nolan.) (4) *The School Arithmetic.* By W. P. WORKMAN, M.A., B.Sc. (Price 3s. 6d. Clive.) (5) *The Junior Arithmetic.* By R. H. CHOPE, B.A. (Price 2s. 6d. Clive.) (6) *Arithmetic for Schools and Colleges.* By J. ALISON, M.A., and J. B. CLARK, M.A. (Price 2s. 6d. Oliver & Boyd.) (7) *McDougall's Practical and Applied Arithmetic.* (Price 1s.) (8) *Commercial Arithmetic.* (Price 1s. Oliver & Boyd.) (9) *Arithmetical Types and Examples.* By W. G. BORCHARDT,

M.A., B.Sc. (Price 3s. 6d. Rivingtons.) (10) *The Marlborough Arithmetic Examples.* Arranged by Rev. C. E. B. HEWITT, M.A. (Master's Copy, price 3s. Cassell.) (11) *Exercises in Arithmetic, Oral and Written, Part I.* By C. M. TAYLOR. (Price 1s. 6d. Arnold.) (12) "Rivingtons' Junior Mathematics."—*Arithmetic, Parts I. and II.* By H. G. WILLIS, M.A. (Price 1s. 4d. each.)

We have before us a dozen books on arithmetic—all, with three exceptions, new. The first three deal with the principles of arithmetic, and are intended chiefly for the use of teachers; the last four are collections of examples; and the remainder text-books of the ordinary type.

(1) The first on the list is written by the Superintendent of Public Schools, Milwaukee, U.S.A., and consists of a series of lectures to teachers on vulgar and decimal fractions, percentage, proportion, involution, evolution, and mensuration. Here and there throughout the book will be found hints worthy of adoption and methods that may be followed with advantage. There are others, however, that should be avoided with equal care. For instance, 6 is not the product of 2 and 3 just as wheat is the product of its factors (seed, soil, moisture, sunshine); and the illustration would be of little use even if it were true. Again, the author shows that 13 is *a* common divisor of 91 and 221, but fails to prove that it is the greatest. Nor is it likely that the following attempt to prove the equality of the fractions $\frac{2}{3}$ and $\frac{10}{15}$ will commend itself to teachers:—

$$\frac{2}{3} = \frac{2}{3} \times 1 = \frac{2}{3} \times \frac{1}{1} = \frac{2 \times 1}{3 \times 1} = \frac{2 \times 5}{3 \times 5} = \frac{10}{15}.$$

Some of the methods are extremely cumbrous, such as in the example on the addition of vulgar fractions on page 19, and in that on compound proportion (pages 78–82), in which four and a half pages are given to an example that may be solved without difficulty in a few lines.

(2) Mrs. Boole occupies herself with laying a foundation in the first principles of arithmetic, and for teachers of young pupils her course of lectures cannot fail to prove a useful handbook, in spite of extravagant language and a diffuse style. The whole of it might easily have been compressed into one quarter of its present size; and some chapters, such as those entitled "In what consists Economy?" and "Economy of Mind-force," might have been omitted without much loss. On the other hand, there are chapters, especially those headed "Multiplying by Minus" and "Greatest Common Measure," which are models of clear exposition.

(3) As Dr. O'Sullivan's "Principles of Arithmetic" has already passed through fifteen editions, we need only notice the supplement which Mr. Dilworth has appended to the latest issue. This contains more than forty pages on the properties of numbers, recurring decimals, discount, contracted multiplication and division of decimals, and miscellaneous problems. It adds considerably to the value of the original book.

(4, 5) These are both adaptations for special purposes of the "Tutorial Arithmetic." Two sections of the latter have been rewritten to form the "School Arithmetic"; the more difficult articles and problems have been omitted and fresh examples added. In the "Junior Arithmetic" the same process has been carried still further, in order to adapt it for use in lower forms. Many of the examples are new, but the order of the chapters and the method of treatment are the same as in the larger works.

(6) In the first part of what promises to be a good text-book, Messrs. Alison and Clark give special attention to the theory of the subject, more so than is now customary. For school use alone this is, perhaps, unnecessary; but the authors write also for those who are studying for the teaching profession, and for such the detailed proofs and illustrations will be of service. The book is well printed and neatly bound. The examples are carefully chosen, but, if anything, err on the side of insufficiency.

(7) A collection of rules and worked examples, with exercises thereon, prepared for those who wish to be able to apply the rules without understanding the reasons for them.

(8) For its size, this is one of the best text-books of commercial arithmetic that we have seen. The methods employed are generally good; though a few, such as those on the comparison of vulgar fractions (page 40), would not, or should not, pass muster in secondary schools. The text is concisely written, nothing of any consequence being sacrificed for the sake of brevity. The examples are numerous, and many of them are specially designed for mental calculation and the employment of short methods. In a book of this kind might not the greater part of the sections on complex fractions, recurring decimals, and cube root be omitted, and the space so saved be utilized in giving a brief introduction to logarithms?

(9) This volume, as Mr. Borchardt remarks, occupies an intermediate place between a complete text-book and a collection of examples, every exercise being preceded by type examples, which are supplemented, when necessary, by explanatory notes. Many of the recommendations made by the Mathematical Association have been closely followed. For instance, no use is made of the fractional number of yards in a pole or square yards in square pole—a change as to the wisdom of which some doubt may be felt on account of the large number of yards in a furlong, and of square yards in a rood. Rough work which should be shown up by the pupil is printed in the margin. Also in many examples rough checks of the accuracy of the results are suggested. The book seems to us altogether very suitable for schools, and especially for large schools, in which it is difficult otherwise to avoid the use of different methods. The author intends to issue a separate edition without the type examples.

(10) Mr. Hewitt's Marlborough examples are issued without explanations. They are arranged on more old-fashioned lines, and are ample as regards number. The distinctive feature of the book is the publication of an interleaved "master's copy," containing each answer in a line with the corresponding example.

(11) A well graduated collection, the first part being confined to the first four rules, simple and compound, and intended for the use of children who have studied numbers up to 100. The examples on multiplication precede those on subtraction, and each section on abstract numbers is followed by examples of the same kind on money.

(12) Mr. Willis's examples on arithmetic are drawn up on the same plan as those on algebra. The examples in each set are arranged so that they may be done by the cleverer pupils of a class in about an hour. They are also given in two series, A and B, for use in alternate terms. The scheme is open to obvious objections, but teachers who prefer it will find the exercises thoughtfully prepared and in sufficient number either for selection or repetition.

(1) *Factors in Algebra.* By W. MUDIE. (Price 2s. Oliver & Boyd.) (2) *Algebraical Factors.* By H. R. BIRCH. (Price 2s. 6d. Birmingham: Davis & Moughton.) (3) *Junior Algebra Examination Papers.* By S. W. FINN, M.A. (Price 1s. Methuen.)

(1, 2) The first two of these books are curiously alike. Both consist of two similar parts. In the first expressions of the usual types are resolved into factors. The second part corresponds to those portions of an ordinary text-book from multiplication to simultaneous quadratic equations, &c., in which resolution into factors may be employed. Every teacher recognizes how important it is for his pupils to acquire facility in obtaining the factors of an expression; but we do not agree with the author's view, expressed or implied, that the subject is inadequately treated in modern text-books. There is little to choose between the two books. Mr. Mudie's is the cheaper, and, if anything, the more elaborate. Both are well done.

(3) Mr. Finn's little book belongs to the "Junior Examination Series," edited by Mr. A. M. M. Stedman. It contains seventy-two papers, the questions being modelled on those set in recent examinations, and extending as far as, and in a few cases slightly beyond, the binomial theorem. They are designed for candidates for the Oxford and Cambridge Local Examinations and for the examinations of the College of Preceptors, but they are worthy of a wider circulation.

The Preces Privatae of Lancelot Andrewes, Bishop of Winchester. Translated, with an Introduction and Notes, by F. E. BRIGHTMAN, M.A. (Price 6s. Methuen.)

The amount of labour expended on the production of this model edition of Bishop Andrewes's famous collection must have been enormous. The mere collection and collation of MS. material was a task of not inconsiderable difficulty. The editor, however, has not merely utilized all available MS. material, but has rearranged the text, retranslated it, and indicated in marginal references the sources from which its component parts have been drawn. These, as is well known, cover a very large part of patristic and liturgical literature, as well as the Hebrew, Greek, and Latin texts of the Bible, and also the liturgical and other literature of the later Jews. In his notes (pages 291–392) the editor brings the stores of his massive learning to the task of elucidating and illustrating this complex mass. The introduction (pages xiii.–lxii.) deals with the MS. sources and the literary history of the various published editions of the "Prayers" in translated form. It also includes a careful sketch of Andrewes's life, and an estimate of the value and influence of the "Devotions." All these points are discussed not only in a learned but an interesting way. The work is obviously the outcome of a labour of love. In wideness and exactness of scholarship and in completeness it easily surpasses all previous editions, and will take its place as the *editio princeps* of a great English classic.

Handbook to the Book of Common Prayer, for the use of Teachers and Students. By the Rev. BERNARD REYNOLDS, M.A., Archbishop's Inspector of Training Colleges, &c. (Price 4s. 6d. Rivingtons.)

Prebendary Reynolds's compilation is an excellent specimen of its class. It is comprehensive, lucid in its arrangement, shows a wide and discriminating use of excellent authorities, and brings out the salient features of the principal items of information with clearness and precision. It is also enriched with practical hints for the teacher, specimen blackboard sketches, &c., which are obviously the outcome of a wide practical experience. It is in this feature that its strength mainly lies, and thereby it well fulfils its main design as expressed by the author in his preface. To all who are called upon to give Prayer-Book instruc-

tion to classes this handbook may be warmly commended. At the same time it will be found a convenient manual for reference for other purposes. Its usefulness is enhanced by the addition of sections dealing with the Scottish, American, and Irish Prayer Books, the Canonical Hours (in a useful table), the Breviary, Versions of the Bible, sketch of the Sarum Liturgy (in an additional note), &c. It seems a pity, however, that such a statement as the following should appear in a manual of this class: "The doctrine [of the Trinity] is also found in the Old Testament, as in the priests' benediction (Numb. vi. 23–26)" (page 89). We have noticed several mistakes in the numbered references to the Psalms in the "Notes on the Prayer-Book Version of the Psalms" (pages 438 *et seq.*), and also one in the section on the "Black Letter" days (page 38). But these are minor defects in an otherwise well arranged, compact, and informing teachers' handbook.

Pattern Design. By LEWIS F. DAY. (Price 7s. 6d. net. B. T. Batsford.)

Mr. Lewis F. Day is a practical designer. His books have a large public, and have been valuable to many a young artist with ideas but with no knowledge of the practical limitations set by materials and processes. The present book is an amplification (partly a re-statement) of the author's small "Anatomy of Design." Mr. Day does not promise to turn out an artistic designer, but he goes before as a guide to point out pitfalls and clear away difficulties. The chapters on "Repeats," and especially on that vexing difficulty "The Drop Repeat," are admirable. So many designs must, of necessity, be the mere elements to be repeated by mechanical means, that, for many industries, these two chapters almost cover the ground for the young designer. Incidentally, the drawings which illustrate this capital book are worth the attention of the general public. The public calls the tune. The accomplished artist appeals in vain to a tasteless audience. It is something that Mr. Day's designs have had much to do in raising public appreciation of good work. No better book could be put in the hands of a designer. A new and an important modern movement tends to making the artist practically acquainted with the processes for which he designs. Such works as "Pattern Design" will become essential. Theory and practice may happily become the rule. It will, perhaps, become as common soon to find the workman both artist and craftsman as it was in the best days of German and Italian art.

Michael Angelo Buonarroti. By CHARLES HOLROYD. (Price 7s. 6d. net. Duckworth & Co.)

Sir Charles Holroyd, the accomplished Keeper of the Tate Gallery, is a well known artist. His etchings have a largeness and a sincerity which show him to be a disciple of that great age in art that centres round Michael Angelo. Few living Englishmen are as well equipped by artistic sympathy to write on such a theme as this. The book is not a dry collection of facts gathered from dusty shelves. It is written with fine directness, taking its tone apparently from the delightfully simple "Life" of Michael Angelo by his aged disciple Condivi, a gentle old man, to whom Michael Angelo was a divinity. Sir Charles divides his book into chapters corresponding to the greatest events in the artist's life. Without effort or sentimentality, he pictures that austere soul struggling against the loads heaped upon him by enemies, by the Pope, by his own relations. To him art was sacred. He had no eyes for the trivial. The human form was indeed divine, and he carved it in colossal marble, or repeated it, giant-like, with unending variation in tremendous frescoes that spread over walls and ceilings alike. Nobly equipped, he was impatient of delay. The unfinished blocks, photographed in the book, reveal him throwing aside the usual preparations of the clay model. You see the imprisoned prophet or king struggling to free himself from the binding marble. An excellent book, admirably illustrated, complete, but instinct with a strong sympathy and insight which make the usually dry biographical bones live and breathe. Even the appendix, the three dialogues by Francisco d'Ollanda (1538), is illuminating. The Portuguese out-Boswells Boswell in his calm superiority, but he quotes some notable sayings of Michael Angelo that deserve to be rescued from neglect.

A First French Book. By J. DE CUSANCE. (Holden.)

A primer on the old-fashioned Arnoldian lines. "Translate: 'Avaient-ils les bons livres du Français.' Turn into French: 'We had a good fire and a small orange.'" There is an appendix of easy lessons for reading and dictation. The treatment of the pronouns leaves something to be desired. "Relative pronouns can be used interrogatively." Will not the pupil write "Dont parlez-vous?" till he is corrected in the next lesson? "C'est la femme de laquelle je vous parlais" is not modern French. *Ce* as a demonstrative pronoun is ignored. There is no warning that *autrui* can only be used in the objective case. *Brave* in the sense of "brave" is not a prepositive adjective. The best part of the book is the preface by Prof. Meiklejohn.

Hazell's Annual for 1904 has not perceptibly increased in size, though it has over seventy pages of advertisements. The best feature of the new volume is an index which has made it possible to consolidate cognate subjects under a single heading. The fiscal question of course looms large, and is judiciously treated in two articles by an exponent and an opponent of reform. Education seems to us to have been somewhat curtailed. The University of London, with its multifarious new activities, is despatched in little over a column. We can find no mention of the Registration Council, or of Prof. Sadler, the most conspicuous figure in the educational world during the past year. Throughout the selection of names strikes us as arbitrary. Why should Dr. James of Rugby be signalled out among all the great head masters? Why should Prof. Ottley have a quarter of a column, and divines like Provost Salmon, Profs. Sanday, Loisy, and Harnack nothing? We note, too, that monthly and quarterly magazines are ignored. It is, however, ungenerous to mark the blots when there are so many hits.

BOOKS OF THE MONTH.

Classics.

Cicero: De Amicitia. By Rev. F. Conway. Blackie, 2s.
Cicero: Philippics V.–VII. By T. K. Brighouse. Blackie, 2s. 6d.
Cicero: De Senectute. By G. H. Wells. Blackie, 2s.
First Latin Reader. By K. P. Wilson. Blackwood, 1s. 6d.
Cæsar: Gallic War, IV.–V. By John Marshall. Dent, 1s. 4d.
Virgil: Æneid, I. By Herbert Kynaston. Dent, 1s. 4d.

English—Texts, Readers, &c.

English Composition. By Huntingdon. Macmillan, 3s. 6d.
Scott: Kenilworth. By J. H. Flather. Clay, 2s. 6d.
Style in Composition. By W. J. Addis. Allman, 2s.
Bacon: Select Essays. By E. H. Blakeney. Blackie, 6d.
Cassell's National Library: Heroes and Hero Worship; Vicar of Wakefield; Browning's Poems. 6d. each net.
Dryden: Dramatic Poesie. Dent, 1s. 4d.
Continuous Readers: Tales from Shakespeare, 4 parts; Vicar of Wakefield. Oliver & Boyd, 3d. each, paper; 4d. each, cloth.
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Tennyson: The Cup. By Cotterill. Macmillan, 2s. 6d.
Æsop's Fables; Swiss Family Robinson. Each in words of one syllable. Cassell, 6d. each.
Bacon's Essays, Helps to. By T. E. Margerison. Ralph, Holland, 1s.
Junior Country Reader. By Buchanan and Gregory. Macmillan, 1s.

History and Biography.

History of England. By C. M. Andrews. Boston (Mass.): Allyn & Bacon.
History of Modern England. By Herbert Paul. Vols. I. and II. Macmillan, 8s. 6d. each.
The Reformation: Cambridge Modern History, Vol. II. Clay, 16s. net.
"English Men of Letters."—Jeremy Taylor. By Edmund Gosse. Macmillan, 2s. net.
Mediæval England. By Mary Bateson. Fisher Unwin, 5s.
Life of Robert Burns. By T. F. Henderson. Methuen, 3s. 6d.
History in Biography, Vol. I. By Beatrice A. Lees. Black, 2s. 6d.
First Book of English History. By T. F. Tout. Longmans, 2s. 6d.

Mathematics.

Geometry on Modern Lines. By E. S. Boulton. Methuen, 2s.
Theoretical Geometry, Part III. By C. H. Allcock. Macmillan, 1s. 6d.
Mathematical Tables. By J. B. Dale. Edward Arnold, 3s. 6d. net.
Geometry for Junior Forms. By Barnard and Child. Macmillan, 2s. 6d.
Arithmetical Examples. By W. G. Borchardt. Rivingtons, 3s.
Observational Geometry. By Mrs. W. N. Shaw. Longmans, 2s.
School Geometry, Parts I. and V. By Hall and Stevens. Macmillan, 4s. 6d.
Elementary Geometry. By Cecil Hawkins. Blackie, 2s.

Miscellaneous.

Special Method in Geography. By C. A. McMurry. Macmillan. 3s. net.
Strength and Elasticity of Structural Members. By R. J. Woods. Edward Arnold, 10s. 6d. net.
Educational Psychology. By E. L. Thorndike. Lemcke & Buechner (New York).
Compositions and Translations. By H. C. F. Mason. Clay, 3s. 6d. net.
Digesting Returns. By J. Logan. Dent, 1s. net.
Abandoned. By W. Clark Russell. Methuen, 6s.
British Isles. Chambers's Twentieth Century Geographical Manuals, 3d.
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(*Continued on page* 142.)

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UNIVERSITIES AND SCHOOLS.

LONDON.

It is pleasing to record that at last the efforts made to place the Library in a proper condition have met with a fair measure of success. At the general meeting of Convocation on January 18 the Report of the Standing Committee stated that a deputation from the Committee had been received on December 9 by the Library Committee of the Senate, before whom they laid the views of Convocation. They found a room on the ground floor being fitted up to receive the new Foxwell Library (of economic works), and were informed that this would be available also for graduates wishing to consult or borrow books from the general University Library, and that an attendant would be in charge at certain hours: the Senate was, moreover, in general sympathy with their views as to making the books available. At the meeting of January 18, the Chairman further stated that it has been practically decided to arrange the books on shelves and prepare a suitable catalogue. The House passed a resolution expressing satisfaction with the progress made so far, and also passed a cordial vote of thanks to the Goldsmiths' Company for their generosity in presenting to the University the Economic Library of Prof. Foxwell (for which they paid £10,000) and for providing for its equipment and maintenance for a number of years.

The *University Gazette* of January 9 contains a complete list of the University Extension Courses of Lectures for the Lent Term in the London district.

A glance at the class lists shows that the number of candidates entering for the special examinations for internal students is, in some subjects at any rate, so small as to raise the question as to whether it is worth while to go to the expense and trouble of appointing special examiners and holding separate examinations. Many "internal" students prefer to come up as "externals." So impossible is it to forecast the future!

BEDFORD COLLEGE FOR WOMEN.

At the December examination for the Teachers' Diploma granted by the University of London the following students of Bedford College Training Department were successful:—M. Boutflower, A. Carter, M. Cotton, B. Cuthbertson, E. Derrick, M. Fisher, M. Leopard, G. Nicholas, M. Skinner, I. Trench, E. White, B. Wilkinson, L. Williams, G. Wilson, J. Young, F. Zachary. Miss I. Trench obtained special distinction; this honour has only twice before been awarded, and the last recipient was Miss M. Gilliland, a student of Bedford College, and recently appointed Head Mistress of the Aske's Girls' School, Acton. Seven students of the Training Department also obtained the Cambridge Teachers' Training Certificate in December last.

Prof. Patrick Geddes is giving four lectures during the current term at Bedford College, beginning Monday, January 25, at 5 p.m., subject: "Geography and the Natural Sciences." The course will be continued at the Maria Grey Training College on "Geography and Social Studies." Fee for the course of eight lectures, 10s. 6d.; for the course of four lectures, 6s.; for a single lecture, 2s.

The Council have arranged for two occasional lectures to be given during the current term. Mr. Sidney Lee, Litt.D., will lecture.

CAMBRIDGE.

Last month we recorded the festive proceedings in connexion with the jubilee of Lord Braybrooke as Master of Magdalene. On January 12 the Master, after a short illness, passed away, at the age of seventy-six. Not only his college, but the University, is poorer for his loss, for he had served both well, and his natural strength was little abated by his years. At the funeral, on January 15, the King was represented by the Rev. F. A. J. Hervey, and the Chancellor by Dr. Chase.

Another death, which followed this by a week—that of Mr. J. S. Budgett, Balfour Student of Trinity College—had a tragic pathos of its own. In the prime of youth, and just home from a successful scientific expedition to Nigeria, he was setting about the examination of the new zoological materials he had gathered when he was struck down by a latent tropical infection. He rallied from the first onset only to fall victim to a second. He was lieutenant in the University Mounted Infantry and had done much to make it efficient.

The grouped colleges have now held their examinations for entrance scholarships and exhibitions. Of 148 awards in all, 64 have been made for Classics, 36 for Mathematics, 25 for Natural Science, 15 for History, and 3 for Modern Languages. St. Paul's heads the list with 12, Marlborough and Clifton have 8 each, Winchester 6, Merchant Taylors' and St. Olave's 5 each, and some seventy other schools divide the remainder.

In the December Examination of the Teachers' Training Syndicate four men and sixty-eight women passed in the theory and practic of education, and have gained the University certificate.

It is proposed to affiliate King's College, Windsor, Nova Scotia, to the University. Graduates in Arts of the College will be admitted to special privileges in respect of examinations and residence.

A gift of £500 for the purpose of founding an annual prize in engineering, associated with the memory of Mr. J. S. Winbolt, of Trinity College, has been presented to the University by his widow. The prize will be open to Bachelors of Arts for an exercise on some subject related to the profession of a civil engineer.

The following elections and appointments are announced:—To be members of County Education Committees: Bedford, Rev. T. C. Fitzpatrick (Christ's); Cambridge, Prof. Middleton (St. John's), W. Durnford (King's), W. G. Bell (Trinity Hall); Essex, Bishop of Barking (Magdalene); Huntingdon, Ven. T. G. Vesey (Trinity); Leicester, B. D. Turner (Jesus); Lincoln, W. White (Sidney); East Suffolk, Rev. J. H. Pilkington (Pembroke); West Suffolk, Rev. C. L. Feltoe (Clare). Dr. J. N. Keynes (Pembroke), to be a member of the Joint Scholarships Board. Prof. Kirkpatrick (Selwyn) to be a Governor of Harpur's Charity, Bedford. A. Gray (Jesus) to be a Governor of Chigwell School. W. Mitchell (St. Catharine's) to be Yorke (Law) Prizeman; H. M. Adler (St. John's) *proxime accessit*. W. R. Rendell (Jesus) to be a Fellow of Trinity Hall. J. E. Marr, F.R.S. (St. John's), President of the Geological Society, to be a Doctor of Science. Dr. H. K. Anderson (Caius) to be University Lecturer in Histology.

MANCHESTER.

By the death of Alderman Rawson, Manchester loses one of its most earnest workers in the cause of higher education.

The principal matters under discussion at the recent meetings of the Education Committee have been the questions of free meals for children in the elementary schools, free education in the evening schools, and the training of teachers. At present twenty thousand free meals a week are distributed for about twelve weeks, and the cost is defrayed entirely by subscription. The recommendation of the Sub-committee on Evening Schools is that the experiment of granting free education in evening schools to children leaving the day schools during the present year be tried for one year.

The matter of training of teachers has naturally occupied much attention. The Committee have decided to adopt the new Regulations of the Board of Education and to establish three hundred bursaries for boys and girls to be held for two years at approved secondary or other schools. A pupil-teacher college is to be erected immediately. At this college it is intended that provision shall also be made for acting teachers at present in the school, who may study half time at the college. As to the provision of training colleges, the Committee suggest that two residential colleges, one for women and one for men, be provided for the area comprised within a twelve-mile radius from

(*Continued on page* 144.)

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the city—this area including a population of about two millions. The pamphlet in which this scheme is set forth in detail will probably prove of value to other Committees which have to deal with this question. It is the outcome of an adjourned conference on the subject held in Manchester last November.

The question of grants in aid of the various institutions providing secondary education is to be brought before the Committee this week by deputations from the University, the Grammar School, the High School, and other bodies.

The first year of existence of the University of Manchester has been marked not only by a number of additions to the staff, but by closer relations between the University and the city from which it takes its name. This development of a civic University is being watched with great interest by those who are following recent educational movements. The establishment of a Chair of Architecture has led to a *concordat* in this branch with the School of Technology. The institution of a Faculty of Commerce has led to negotiations with the Chamber of Commerce, and the various commercial and banking institutes, and, as the result of strong representation on the matter, the Senate have allowed that a degree in Commerce may be taken by students in evening classes only. The attention of the railway companies having been called to the classes in railway economics, the companies agreed to pay the fees of students in part. The result of this concession was that at the first meeting of the class Prof. Chapman found himself face to face with eight hundred railway employees. In Education, Prof. Sadler opened the present session with a series of lectures on Problems in American Education, and a class on Saturday mornings for the discussion of educational problems.

Among recent developments at the School of Technology may be mentioned the experiment of allowing apprentices in engineering to attend for one day a week by arrangement with their employers. At present thirty-four of these students are in attendance, and are thus relieved from attending long evening classes after their day's work at the shops. Courses have also been arranged in horology and upholstery, and a series of lectures by specialists is announced on the subjects of photography and printing crafts.

The Education Association has been addressed this term by Prof. Findlay on "The Education Revival," the Child Study Association on "The Kindergarten and Common Sense"; and the Teachers' Guild are about to have the annual address from the new President, Mr. J. L. Paton, on "Hobbies."

The boys at the Grammar School are still busy levelling their playing field under the energetic direction of the new Head Master, Mr. Paton, who hopes to have the work completed by Christmas.

WALES.

Swansea Technical College.

A meeting of the Court of the University of Wales was held at Shrewsbury, on January 22, to consider a memorial from the Swansea Corporation, "That the Swansea Technical College may be declared a college in which students may pursue courses of study for the degree of the University in science and applied science." The question was debated for five hours, and in the end it was unanimously resolved, "That this Court is of opinion that the appeal of the Swansea Corporation can best be met by an extension of the Charter that will give the University power to admit to certain privileges any institution possessing adequate facilities, in point of equipment and staff, for the teaching covering the whole course of work for an initial degree in any faculty; these privileges being at least those of presenting candidates for degrees in that faculty under Article XIV. of the Charter." The Standing Executive Committee were asked to prepare for submission to the next Court a draft supplemental Charter to carry out the alteration involved in the above resolution, and to appoint an external expert to visit the Swansea Technical College and to report to the Court on its financial resources and equipment. It was understood that the cost of petitioning the Crown for a supplemental Charter would be defrayed by the Borough of Swansea. The decision arrived at by the University Court is a most important one, and is the first step to what may perhaps be called the "Londonizing" of the University of Wales. Principal Reichel will be thought by all who have considered the matter to have hit the nail on the head when he said that, "while he did not wish to contend that for all time the number of constituent colleges should be regarded as fixed, the number should be increased only after the most careful examination and the most thorough conviction that the case for such an increase was overwhelming."

It has been thought in many quarters that the real ultimate object of the movement is the establishment of a University College at Swansea, and Mr. Lewis Williams echoed the opinions of all who are anxious for educational efficiency when he said that there could be no greater calamity to South Wales than to have rival institutions at Cardiff and Swansea. There seems to be but little hope of obtaining the money necessary to equip the Cardiff College thoroughly and worthily, and, until that is done, it would be the utmost folly to establish another University College. The Court, however, was assured that the Swansea Corporation had no intention of setting up a rival University College, and the assurance can, no doubt, be accepted. Swansea is the metallurgical capital of Wales, and its Technical College is doing work in applied science that Cardiff College can never hope to do. So long as the authorities of the Swansea College devote attention primarily and principally to the provision of courses of instruction in subjects which the Cardiff authorities cannot adequately cope with, they have the good wishes of all who have the welfare of the University at heart, in their efforts to obtain the privilege of presenting their students for degrees. Now that the University Court has decided to place no obstacles in their way, all depends upon Swansea itself and its fulfilment of the conditions with regard to finance, staff, equipment, &c.

"Scholarships" by Vote.

Three "scholarships" of £300 each, payable by three annual instalments of £100, and tenable at any college at Oxford or Cambridge, at any of the constituent colleges of the University of Wales, and at the Royal College of Music and the Royal Academy of Music, will be awarded in August by the proprietors of the *Western Mail*. Each issue of the paper from January 18 to August 1 will contain a voting-paper, and the "scholarships" will be awarded to the candidates who secure the greatest number of votes. The "scholarships" will, therefore, go to the most successful canvassers, and there is no guarantee that these will be likely to benefit by a course of higher education or do credit to the institutions to which they decide to attach themselves. These newspaper-puff scholarships are becoming a nuisance.

Personal.

All Welsh educationists are sorry to hear of the indisposition of Mr. Humphreys-Owen, M.P., Chairman of the Central Welsh Board, and of Principal Roberts, of Aberystwyth. The former has been ailing for a considerable time. Many wondered, when the Central Welsh Board was attacked with ignorant virulence some time ago, why its Chairman "took it lying down"—to use Mr. Chamberlain's phrase—and allowed the reckless and unjust accusations against it to pass uncontradicted. Mr. Humphreys-Owen's failing health was the principal reason. Principal Roberts had been overworked for a long time, and a breakdown had been feared. It is sincerely to be hoped that both will soon be restored to complete health. Their help can very ill be spared in the important work which is now being done in Welsh education.

The Mandamus.

The County Boroughs of Cardiff, Swansea, and Newport and the Urban District Council of Merthyr Tydfil are determined to proceed with the application for a *mandamus* against the Board of Education, to compel them to adopt their schemes, according to which co-option is excluded. The cost is estimated at £600, to be divided between the three. The Town Clerk of Swansea is of opinion that there is very little hope indeed of the action resulting successfully. Almost as soon as he had made this declaration at a meeting of the Swansea Council he was hurriedly silenced by the majority, on the absurd ground that the matter was *sub judice!* It is surprising that the ratepayers do not object to this scandalous waste of public money.

Appointments.

Mr. J. W. Hall, B.A., has been appointed Director of Elementary Education under the Monmouthshire Education Committee. Mr. J. W. Nicholas, Clerk of the Carmarthenshire County Council, is practically the Director of Education for the county also, and it has been decided to give him a salary of £400 (independent of his salary as Clerk of the Peace and Clerk of the County Council) and an allowance of £350 for clerks. The Glamorgan County Council have decided to appoint two inspectors of elementary education and an inspector of secondary education, including evening classes; but the elections will not take place until after the March elections—a decision significant of much.

SCOTLAND.

Glasgow Chancellor.

The election of a Chancellor of Glasgow University, in succession to the late Earl of Stair, has been discussed at a private meeting of members of the General Council. Various names were mentioned, including those of the Earl of Elgin, Lord Kelvin, and Mr. R. B. Haldane. There is not a great likelihood of a unanimous appointment. While many of the members are strong supporters of Lord Kelvin, and while they are willing to do him honour, there is a considerable feeling in favour of a younger and more active Chancellor. The position of the Chancellor, if he be a Privy Councillor, on the Universities' Committee of the Privy Council, which has the final decision on all new Ordinances, and has therefore a large control of University reform, makes it desirable to appoint a man who has considerable educational knowledge and experience, and who is well acquainted with the academic conditions in other countries as well as in Scotland. The election will take place at the next meeting of the General Council in April.

Dr. Butcher.

Emeritus Professor Butcher was entertained at a dinner on January 20 on the occasion of his retiral from the Chair of Greek in Edinburgh University, to which he was appointed in 1882. The chairman

(*Continued on page* 146.)

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was the Prime Minister, who is Chancellor of the University, and who spoke forcibly and felicitously regarding Prof. Butcher's services to classical study in Scotland and to the reform of the Universities. Prof. Butcher was one of the most valuable members of the 1889 Commission which drafted the present Ordinances, and his work as a classical scholar and teacher is in universal renown.

The Attorney-General, Sir R. B. Finlay, has given his address as Lord Rector of Edinburgh University. His work in connexion with the Alaska Boundary question suggested to him the subject of international arbitration, on which he delivered an able lecture, marked by a wise and moderate optimism. Unfortunately the students forgot their recent habit of order at public functions, and received their Rector so noisily that his words failed to reach the majority of the audience.

Muirhead College.

At Glasgow the chief matter of interest at present is the question of the Muirhead College. The Muirhead Trustees have at their disposal a sum of £40,000 for the education of women in medicine. Some years ago they submitted to the University Court a scheme for the institution of a college for women in the South Side of Glasgow. At present the women students of medicine are taught at Queen Margaret College, while their clinical instruction is given at the Royal Infirmary, some miles away from the college. This is by no means a convenient arrangement, and the Trustees proposed that the women should receive the last two or three years of their training at a new college, to be established in the neighbourhood of the Victoria Infirmary, where clinical instruction might be given. They desired, however, that the University should discontinue part of the teaching at Queen Margaret College, so as to avoid competition between the two institutions. The University Court has hitherto, on technical grounds, refused to consider this proposal in detail; but at a recent meeting this decision was, by a majority, reversed, and the whole matter is now to be reconsidered on its merits. Whether or not the University may ultimately be able to come to terms with the Trustees, the new decision is a wise one. So important a proposal ought not to be dismissed without the fullest inquiry into its advantages or disadvantages and its practicability.

The idea of instituting a commemoration day at Glasgow University is now taking definite shape. It is proposed that the celebration should take place on two days in the month of June next. On the first day Sir W. Ramsay, of University College, London, is to deliver an address on the life and work of Prof. Joseph Black, who held the Chair of Chemistry at Glasgow from 1756 to 1766, and who during that period developed the theory of latent heat. On the second day there is to be a banquet in the Bute Hall, and other functions will, doubtless, be arranged.

IRELAND.

The death of Dr. Salmon, the venerable Provost of Trinity College, in his eighty-fifth year, on January 23, removes one of the greatest of Irish scholars and one of the most remarkable personalities in the social and academic life of the country. He was the last of a distinguished group of mathematicians who, about the middle of the last century, made the fame of Trinity College as a science school—Lloyd and Jellett (his two predecessors in the Provostship), the two Roberts, Townshend, and a few others. In theology, to which he devoted himself in the latter part of his life, he was equally learned if not equally original; while in the organization of the Irish Episcopal Church after its disestablishment, and in its subsequent government and finance, he gave invaluable services. His whole character was stamped with extraordinary thoroughness, massive ability, strength of will, and strength of prejudice. While in the intellectual sphere he was singularly liberal and moderate in opinion, in the practical work of his College he threw the whole weight of his great influence on the side of opposing radical changes in its constitution and teaching—a course which, while it preserved much that was valuable, was a very serious impediment to the progress of the University.

His death seems to close one phase in the life of Trinity College, and to coincide with what seems to be the beginning of a time of change and reconstitution. If its status is to be maintained, great reforms must, indeed, be made; but it is to be hoped that the high standard and thorough scholarship, and the absolute freedom of thought and teaching it has always upheld will be continued in the future. A few days before his death the text of the King's Letter admitting women to the teaching and degrees of the University was published—a measure that, for fifteen years, he had opposed by every means in his power. Even still, largely through his influence, the scheme for their reception and teaching has not been determined. When the Royal Commission on Irish University Education was issued in 1901 Dr. Salmon used his influence to have Trinity College excluded from the terms of reference; yet apparently the only practical result of that Commission has been the development of a scheme—first suggested, curiously enough, by Dr. Mahaffy—which would totally alter Dublin University, and fulfil his worst fears. He passed away when, it is said, a Bill is drafted

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embodying this scheme, and when it is not yet certain whether the proposal of the Government to compensate Trinity College in return for its consent to the scheme will be accepted or not.

The University question now almost wholly occupies public attention. The rumoured scheme includes two colleges, one a Roman Catholic College in Dublin, the other, Queen's College, Belfast, to be established with Trinity College, under Dublin University, the whole to constitute a National University. It has recently been put forward by Lord Dunraven, in a public letter believed to be inspired, which has been eagerly welcomed by the Roman Catholic laity, and accepted by the bishops. In Dr. Mahaffy's original suggestion the colleges were to be absolutely autonomous and separate, the students not competing, except, perhaps, for some post-graduate prizes, each college having its own constitution and mode of teaching, the University Senate seeing that a certain standard was maintained in all. It is, however, doubtful whether this complete separation is intended in Lord Dunraven's scheme. He mentions that the Governing Body of the Roman Catholic College will be chosen wholly on academic grounds, and that it will be only as Catholic as Trinity at present is Protestant. However, there will be a Board of Visitors, on which the bishops will sit, which will determine whether anything in the curriculum or books or the lectures of any professor is contrary to the doctrines of the Church, or dangerous to faith and morals. Till, behind its Governing Board, Trinity College has a Board of Visitors containing Protestant bishops, with power to exclude anything they disapprove of and to dismiss a professor, it cannot be said that the Catholic laity will obtain, as they hope, a college having the freedom and thoroughness of learning that would make it "equal to Trinity."

It is hoped that in such a "National University" a higher standard would be possible, greater freedom from ecclesiastical control, and larger intercourse between Protestant and Catholic youth than could be obtained in a wholly separate Catholic University, while the degrees would have a higher value. If, however, the colleges are to be quite separate (even in place) and autonomous, and the scruples of the Catholic Church fully satisfied, it is difficult to see that these advantages would be attained. On the other hand, if there were closer connexion between the colleges all the disadvantages of a federal University (such as the late Victoria University) would prevail, with the colourless curriculum and examinations that alone would cover such diverse views of education. Undoubtedly, also, the degrees of Dublin University would lose in value when they might represent philosophy that stops at the Renaissance, classical and modern literature with what was considered dangerous to faith and morals omitted, and biological science with evolution suppressed. Consequently the scheme has met with the determined opposition of nearly every one interested in Trinity College, and of almost the whole Protestant section. It has been denounced by Mr. Gray, one of the Senior Fellows, in an able letter to the Press. It is said that Lord Londonderry and Sir Edward will resign if such a Bill be introduced. At a great public meeting in Belfast, however, Lord Londonderry, as a member of the Cabinet, emphatically denied that the Government had any intention of bringing in an Irish University Bill.

On the other hand, the Roman Catholic laity are at last demanding a settlement of the question with the vigour of a popular agitation. Meetings have been held throughout the country, and a large public meeting is to take place in Dublin just before the opening of Parliament. Mr. Dillon and Mr. John Redmond have delivered speeches, insisting on an immediate settlement, the latter stating (in direct contradiction to Lord Londonderry) that negotiations were proceeding between the Government, the bishops, and Trinity College. The Government, in fact, seem to be in the dilemma of losing the support of either party, however they act.

Recently, at a public meeting, Archbishop Walsh took a step which will tend to increase the opposition of the extreme Protestant party. The bishops, soon after the foundation of the Royal University, found themselves obliged to hand over University College (in which were concentrated the Roman Catholic Fellows) to the Jesuit Order if it was to be made successful. The college, notwithstanding its want of all endowment except the salaries of the fifteen Fellows, has had remarkable success in the University examinations (which Dr. Delany, in a public letter to the Lord Lieutenant, has recently detailed), but it has been understood that the bishops hoped that in a new University the government would not remain in the hands of this independent foreign order, and it is well known that the latter did not approve the scheme of a college under Dublin University which might put an end to their management. At a meeting in University College last month, Archbishop Walsh pronounced an *eulogium* on the Jesuit management, and expressed a hope that, if a settlement was made, the Jesuit Order would continue to direct the education given in the new University. While this disarms Jesuit opposition, it intensifies the dislike of the extreme Protestant party to the endowment of a Roman Catholic University; for Jesuit control is, to them, the worst such an institution could have.

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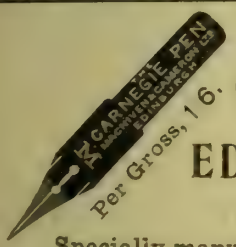
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O kennst du, Herz, die beiden Schwesterengel,
Herabgestiegen aus dem Himmelreich:
Stillschweigend Freundschaft mit dem Lilienstengel,
Entzündend Liebe mit dem Rosenzweig?

Schwarzlockig ist die Liebe, feurig glühend,
Schön wie der Lenz, der hastig sprossen will;
Die Freundschaft blond, in sanftern Farben blühend,
Und wie die Sommernacht, so mild und still.

Die Lieb' ein brausend Meer, wo im Gewimmel
Vieltausendfältig Wog' an Woge schlägt;
Freundschaft ein tiefer Bergsee, der den Himmel
Klar wiederspiegelnd in den Fluten trägt.

Die Liebe bricht herein wie Wetterblitzen,
Die Freundschaft kömmt wie dämmernd Mondenlicht;
Die Liebe will erwerben und besitzen,
Die Freundschaft opfert, doch sie fordert nicht.

Doch dreimal selig, dreimal hoch zu preisen
Das Herz, wo beide freundlich eingekehrt,
Und wo die Glut der Rose nicht dem leisen
Geheimnisvollen Blühn der Lilie wehrt!

By "Ἰδιώτης."

Know'st thou, O heart, those sister-angels shining
Bright with the radiance of the heavenly land—
Th' enchantress Love, a rosy garland twining;
Calm Friendship with the lilies in her hand?

Dark are the locks of Love, her cheeks are glowing
Fair as the spring's first touch on vale and hill;
Friendship's soft tints, like delicate blossoms blowing,
Fair as a summer's eve, so mild, so still.

(*Continued on page* 152.)

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Love is the raging of a stormy ocean,
When waves on waves are madly leaping high;
Friendship a mountain lake wherein no motion
Disturbs the clear blue image of the sky.

Love enters like the flashing fire from heaven;
Friendship, like moonlight, comforts, does not burn.
Love woos and claims till all to her is given;
But Friendship gives, and asks for no return.

And yet thrice blest the heart, thrice honoured surely,
Where each fair angel is a friendly guest;
Where the red roses glow, and yet securely
The pure, mysterious lily-blossoms rest.

By the PRIZE EDITOR.

Know'st thou, O heart (twice happy he who knoweth !),
That angel pair of sisters from above—
Friendship, whose lily wand pure peace bestoweth;
And, flushed as are her full-blown roses, Love?

Love is a quean with raven tresses, glowing
And bright as Spring, her young blood pulsing wild;
Friendship is paler, in the shadow growing,
And, like the summer twilight, still and mild.

Love is an ocean, and its welling fountains
Billow on billow ever fall and rise;
Friendship a quiet tarn amid the mountains,
Whose crystal surface mirrors back the skies.

Love, like the lightning, every barrier shatters;
Friendship steals o'er us like the silver moon.
Love storms and keeps the stronghold she down-batters;
Friendship gives freely, but she asks no boon.

Ah, happy, happy over whom shall hover
That sister-angel pair to guard and tend,
Who twine the red rose of the fiery lover
With the white lily of the steadfast friend !

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"As Alexander I will reign,
And I will reign alone";

and *erwerben* is not "to woo," but "to win by wooing." "Wave on wave break" was a not infrequent fault of syntax, and one good translation was marred by the utterly prosaic "*almost* lightning speed." It was hard to decide between "Ἰδιώτης," "Blick," "G.E.D.," "A.M.," and "Southsea." In "Blick's,"

"Silent Friendship, like a lily bending,"

is too far from the original. *Per contra*,

"Love must be sole possessor, sovereign master,"

is excellent. "G.E.D." drops the double rimes, and "brief-worded Friendship" is not happy. "A.M.," as a free adaptation, would come first, but "Love woos unto himself the dear surrender"

(*Continued on page* 154.)

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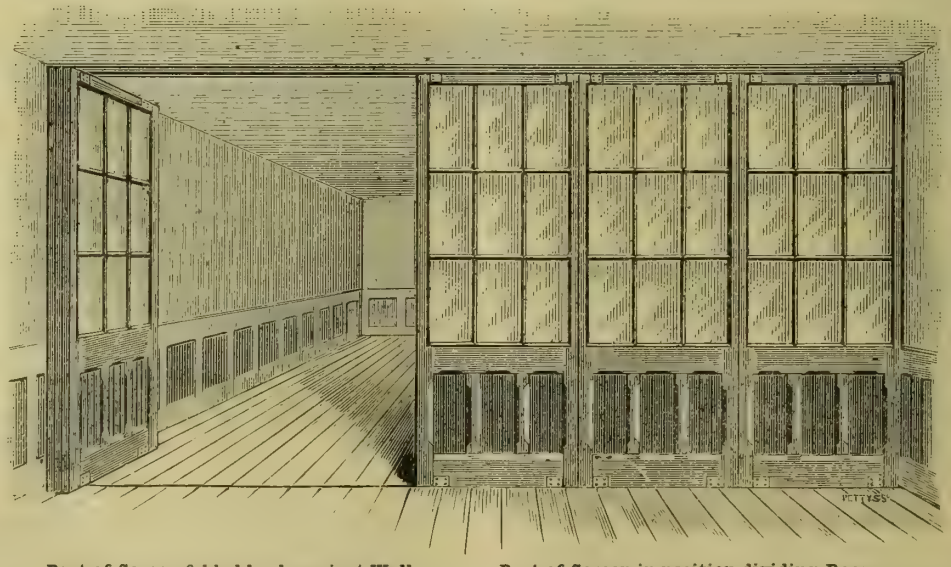
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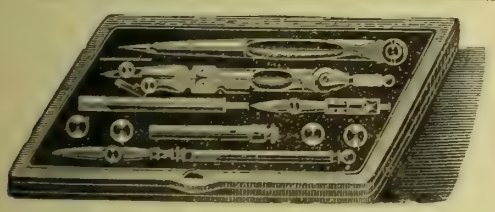
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is very wide of the mark. The blot in "'Ιδιώτης" is "comforts, does not burn," for *dämmernd*, the mild radiance of the rising moon.

We have received two letters of protest against the last award. "Chemineau" demonstrates categorically that his version is at every point superior to "Elephas's," and proposes to refer the matter to arbitration. "Kine-croft" writes:—"1. *Agregé* [*sic*] is not a degree. When a post is vacant in a *lycée* candidates *who have already taken their degree* are subjected to an examination for the vacant post (*examen d'agrégation*), and those who pass it successfully are *agregé*. The standard of *agrégation* varies with the post for which it is sought. [On this point we would refer him to "Foreign and Colonial Notes" in present issue.] 2. *Chapeau de forme* is emphatically a top-hat worn with a black cloth suit = *cylindre*. The point is that, instead of the modern top-hat shaped to the head, he wore an old-fashioned round top-hat." Surely this is a mare's nest. A Paris student in the nineties would not wear a hat *à la Régence*, if this is what "Kine-croft" means. Is he not confusing *un chapeau haut de forme* or *à haute forme?*

A Prize of Two Guineas is offered for the best translation of the following extract from Daudet:—

Le jour encore, l'égoïsme accapareur du poète lui ôte jusqu'à son tourment; mais, la nuit, elle ne dort pas. Elle écoute le vent qui souffle et lui cause une terreur singulière. A cet angle du quai où ils habitent, il arrive toujours de quelque point différent, irrité ou plaintif, secouant les vieilles boiseries, effleurant les vitres sonores, rabattant une persienne détachée. Mais qu'il chuchote ou qu'il crie, il lui parle. Il lui dit ce qu'il dit aux mères et aux femmes de marins, des paroles qui la font pâlir.

C'est qu'il vient de loin, ce vent de tempête, et il vient vite, et il en a vu, des aventures! Sur ces grandes ailes d'oiseau fou qu'il heurte partout où il passe, toutes les rumeurs, tous les cris s'enlèvent et se transportent avec une égale rapidité. Tour à tour farceur ou terrible, dans la même minute il a déchiré la voile d'un bateau, éteint une bougie, soulevé une mantille, préparé les orages, activé l'incendie; c'est tout cela qu'il raconte et qui donne à sa voix tant d'intonations différentes, joyeuses ou lamentables.

Cette nuit, il est sinistre à entendre. Il passe en courant sur le balcon, ébranle les croisées, siffle sous les portes. Il veut entrer. Il a quelque chose de pressé à dire à cette mère; et tous les bruits qu'il apporte, qu'il jette contre la vitre en secouant ses ailes mouillés, résonnent comme un appel ou un avertissement. La voix des horloges, un sifflet lointain de chemin de fer, tout prend le même accent, plaintif, réitéré, obsessionnant. Ce que le vent veut lui dire, elle s'en doute bien. Il aura vu en pleine mer, car il est partout à la fois, un grand navire se débattre au milieu des flots, heurter ses flancs, perdre ses mâts, rouler dans l'abîme avec des bras tendus, des visages effarés et blêmes, des chevelures plaquées sur des regards fous, et des cris, des sanglots, des adieux, des malédictions jetées au seuil de la mort. Son hallucination est si forte qu'elle croit entendre parmi les rumeurs qui lui viennent du lointain naufrage une plainte vague à peine articulée:

— Maman!

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O tu severi Religio loci,
Quocunque gaudes nomine (non leve
 Nativa nam certe fluenta
 Numen habet veteresque silvas;
Praesentiorem et conspicimus Deum
Per invias rupes, fera per juga,
 Clivosque praeruptos, sonantes
 Inter aquas, nemorumque noctem;
Quam si repostus sub trabe citrea
Fulgeret auro et Phidiaca manu),
 Salve vocanti rite, fesso et
 Da placidam juveni quietem.
Quod si invidendis sedibus, et frui
Fortuna sacra lege silentii
 Vetat volentem, me resorbens
 In medios violenta fluctus:
Saltem remoto des, Pater, angulo
Horas senectae ducere liberas;
 Tutumque vulgari tumultu
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JOHN NAPIER,
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Town Hall, Dudley.

[redacted]

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The Assistant will be required to give his whole time to the work of the Classes, which will include the teaching of the Students and in assisting in the supervision of their school practice.

The salary will be £200 per annum.

Applications must be made on copies of a form to be obtained from the CLERK OF THE BOARD, Victoria Embankment, London, W.C., to whom they must be returned not later than the first post of Wednesday, 13th February, 1904, marked outside "Assistant, Board's Training Classes." If a written request is made for a copy of the Form of Application, it must be accompanied by a stamped and addressed envelope or wrapper.

The application should give the age and a brief statement of the experience and the educational attainments of the Candidate, and should be accompanied by copies of not more than three recent testimonials. Original Certificates or testimonials should not be forwarded.

Candidates from the country invited to attend the Committee will be allowed third-class return railway fare to London or other reasonable travelling expenses, and, if necessary, hotel expenses not exceeding 10s. a day for not more than two days. If application for the payment of such hotel expenses is made, it must be accompanied by receipted vouchers; but, if the selected candidate should refuse to take up the appointment, no expenses will be allowed.

Applicants who do not receive on or before 20th February a summons to attend before the Committee will understand that they have not been included in the preliminary list of selected Candidates, and will not be further communicated with.

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THE services of a Man or Woman ASSISTANT TEACHER, qualified to teach the subjects set out in Schedule V. of the New Code of the Board of Education, and specially qualified to teach Latin, are required at the Chelsea Pupil Teachers' School, William Street, Hammersmith Road, S.W.

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Applications must be received by the CLERK OF THE BOARD, School Board Offices, Victoria Embankment, London, W.C., by or before the first post on Wednesday, 10th February, 1904.

Applicants who applied for the recently advertised vacancies for Assistants in the Board's Pupil-Teachers Schools can have the Form 40 P.T. they then submitted placed before the Committee on informing the CLERK OF THE BOARD by or before the first post on Wednesday, 10th February, 1904.

All communications on the subject of this notice should be marked outside "P.T. Schools."

Candidates from the country invited to attend the Committee will be allowed third-class return railway fare to London, or other reasonable travelling expenses, and, if necessary, hotel expenses not exceeding 10s. a day for not more than two days. Applications for payment of hotel expenses must be accompanied by receipted vouchers. If a candidate, after being nominated, refuses to take up the appointment, no expenses will be allowed.

Applicants who do not receive on or before February 18th, 1904, a summons to attend before the Committee will understand that they have not been included in the list of candidates to be seen by the Committee, and will not be further communicated with.

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WIMBLEDON HIGH SCHOOL.—Wanted, after Easter, ASSISTANT MISTRESS. Mathematics (Degree equivalent), English. Address—HEAD MISTRESS, High School, Mansel Road, Wimbledon.

LADY required as PARTNER in Recognized School. Succession at early date. Essentials: Languages and Kindergarten experience, capital, and Boarding connexion in Southern Counties. Good residential neighbourhood. Address—No. 6,113.*

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NORTH OF ENGLAND EDUCATION CONFERENCE.

THE second annual meeting was held at Leeds on January 8 and 9. The place of meeting was the large hall of the Yorkshire College, and the number present cannot have been far short of a thousand, mainly elementary teachers.

The delegates were welcomed by the LORD MAYOR (Mr. A. Currer Briggs). He emphasized in particular the importance of modern languages. "Properly studied, there is as much culture to be got from French or German as from any dead language."

Training of Teachers.

The first paper was read by Prof. FINDLAY (Manchester University). He confined his address to the training of elementary teachers. The facts that the County Education Committees had to face were that an overwhelming majority of teachers in primary schools were at present untrained, and that professional opinion now demanded that all teachers should be trained. If Local Authorities shared that belief, they could go to the Government and ask them to fix a date—say, 1910—after which no King's Scholar should be allowed to teach unless he first "went to college"—*i.e.*, had two years of practical training. He would be told that such an enactment would cut off the supply of teachers at the source. He did not believe it. A small Yorkshire town with which he was acquainted had insisted that its schools should be staffed entirely by trained teachers, and they had got them. If the County Authorities really wanted to achieve universal training and would tell the Government so, they could compel the Treasury to find the necessary funds. Granted that all teachers must be trained, how was provision for their training to be supplied? The present division between residential and day training colleges was haphazard and accidental. We needed instead a division based on the needs of the teachers themselves. Roughly speaking, there were three types of teachers—(1) for infants, (2) for pupils in the higher standards, (3) for pupils in ex-standard classes and the lower forms of secondary schools. For the first type we required low academic and high professional qualifications. These would be best trained by such institutions as the Froebel Institute, of which there should be one in each large county borough. For the second type the county and the various county boroughs should contrive to establish a college making the study of education its chief glory and distinction, but confining the general studies of the students to the needs of their future pupils. The last type of institution is adequately represented by the best of the University training colleges.

To sum up Prof. Findlay's paper, his main contention was that different classes of teachers should be differentiated from the first and trained on different lines.

Mr. A. C. PRICE (Leeds Grammar School) read the second paper, on "The Training of Secondary Teachers." Assuming that the training must be post-graduate, Mr. Price went on to argue that the main part of the year by general consent assigned to it must be spent in practice. "It is only the main results of the history of education that are important, and these may be speedily summarized, while psychology as a science is still in its infancy and its very premisses are still matters of dispute." Therefore after a few simple lectures occupying a week or two the student-teacher should be assigned to a secondary school. Here for six months he would share in the ordinary work of the school, at first as an onlooker, then as a *répétiteur*, and lastly as a teacher under supervision—the services of the supervising master will be sufficiently paid by the help received from the student-teacher in cyclostyling, correction of exercises, &c. After these six months of practical work he will be able to profit by the lectures of a University professor of education.

Mr. A. J. ARNOLD (Sheffield Pupil-Teachers' Centre) next read an admirable paper which it is not possible to summarize. We can only indicate his main points. First, he insisted that the main stream for elementary teachers would still rise from the elementary school. This limitation he did not regret; for the best teacher was the man who knew and shared the ideals of his class, and had not to manufacture sympathy with them. To attract these pupils into the profession in sufficient numbers there must be one bursary of from £10 to £20 a year for each 2,000 of the population. These scholars must be sent to secondary schools of the B, not of the A, type; in other words, their education must be mainly literary. The time the pupil-teacher spent in the school and in the training centre should be concurrent. Some means must be found for eliminating the unfit not later than the age of fifteen. Training in the theory and art of teaching must begin at an early age. A post-pupil-teacher course must be provided for those students who have failed to gain admission to a training college.

Dr. FORSYTH (Leeds Higher-Grade School) urged that the lectures on education in training colleges should not be given only by the professor of education, but that all the professors should be required to give special courses in their respective subjects adapted to the needs of teachers.

Miss HALE, Principal of Edge Hill Training College, Liverpool, took exception to the differentiation in training advocated by Prof. Findlay. Theory must be the same, whatever the subjects taught. "I am sure that men would be all the better for passing some time in an infants' school. They would be trained in patience, and might learn something of the child mind."

Mr. G. E. DOBSON (Penge), urged that it was no good insisting on training till by security of tenure good men could be attracted into the profession. "So long as an assistant master could be dismissed by his head like a footman or a housemaid at a moment's notice, no self-respecting man would join."

Dr. MOSS (Shrewsbury), speaking as a member of the Shropshire Education Committee, said a difficulty they had met with was that the Government would recognize only two types of secondary schools, the so-called A and B of the South Kensington Code. They asked for larger liberty with regard to the schools they proposed to establish. Another point he would urge was that the schools should be of a sufficient size to allow of proper organization and differentiation.

Prof. MARK WRIGHT (Durham College of Science) said the real difficulty was not how teachers should be trained, but how to get teachers to train. Till the economic difficulty was fairly faced they could not look for much improvement in the quality of teachers. It was no good for the Board of Education to draw up an elaborate scheme for the training of pupil-teachers unless the conditions were such as to attract candidates. He hoped they would not revert, as Prof. Findlay seemed inclined to do, to the vicious system of confining the culture of the student to the subjects that he would have to teach. Another *crux* was this: Was the student to be taught in the college and practise in the schools, or was he to be taught in the school and attend college lectures? He saw no reason why the two systems should not go on side by side.

Prof. FINDLAY, in his reply, repudiated Mr. Price's idea of a professor of education as a man who stood at a desk and talked about psychology. Theory and practice must go hand in hand.

SATURDAY.

After a meeting of the General Committee, at which it was decided that the next meeting of the Conference should be held at Liverpool, the Chair was taken by Prof. SADLER, who briefly introduced the subject of

Co-ordination of Schools.

The problem was how best to construct a great trunk line (or lines) of through communication from one end to the other of our national education, so as to pass on pupils of promise without any break of gauge. This problem was limited by certain conditions. First, the plan must be so constructed as to provide alternative courses to suit different types of intellect. Secondly, before any differentiation there must be a common basis of liberal studies, and each course must furnish a sound foundation for the subsequent course. Thirdly, whatever was good in existing institutions must be preserved and fitted in with the new. Fourthly, the general aim must be not to multiply recruits for the more literary callings, but to spread throughout the community a liking and honour for every form of honest work, to provide an education which is both liberal and businesslike. The difficulties in the way of attaining this ideal were partly social—the separation of classes; partly economic—modern industry and commerce required, above all, organizers and directors of other people's labour; partly intellectual—floods of new knowledge had broken over the world, and the new wine was like to burst the old bottles, our conservative schools; and partly moral—Englishmen were loth to cut themselves adrift from their old moorings and clung to the old schools as the best trainers of character, whatever might be their intellectual shortcomings. Co-ordination, though largely a question of practical organization, was not to be brought about by mechanical changes alone. What was amiss could and would be set right by a spirit of mutual good will. The chief obstacle was psychological. The nation had not yet learnt to think of education as a whole. Nothing but a strong sense of national enthusiasm would overcome this obstacle, provide an adequate supply of properly graded schools, and secure the easy transition of pupils from one school to the other.

Mr. COWARD, the President of the National Union of Teachers, read an admirable paper, which we wish we could reproduce in full. He began by sketching a New Atlantis, the republic he would formulate if we were starting with a clean slate. A co-ordinated system of education would provide within every suitable area schools adapted to the ages and capacities of all the children in such area; graded absolutely on educational lines without regard to any other considerations; attended generally by children of all classes; extending from the earliest age at which children begin to be educated right up to the door of the University; with the curriculum of each grade arranged to exactly fit in with the grade before it and the grade behind it; with alternative curricula, at a suitable age of the scholars, so that the education might bear on their future lives and work; either supported entirely out of public funds or in such a way that poverty should be no bar to the boy or girl of capacity getting the full advantage of the system; with no teacher employed unless he had proved his ability to teach as well as his possession of adequate learning. The practical obstacles to the realization of this ideal were social distinctions and vested interests. As to the first, he recognized that there must continue to be private schools, but he required that these must be under public supervision, both as a protection to the parents and also to secure that at the next stage their pupils and the picked pupils from the public elementary schools may continue their studies in common. As to the vested rights of secondary schools, he would have these institutions taken over by the Local Authorities, subsidized, if necessary, and adapted to the needs of the locality. Bifurcation should begin after the elementary school—the higher-grade school teaching English subjects, mathematics, practical science, drawing, manual work, and one or two modern languages, and the grammar school with Latin and Greek, each with a four years' course. On the plane above would come a fourfold division—the higher grammar school, the technical college, the school of art, each a four years' course, and the pupil-teachers' centre, a two years' course, followed by two years at the training college, in close connexion with the University or University college which crowns the edifice. Mr. Coward ended with a much applauded protest against the absurdity of separating teachers into watertight compartments, while the professed object of the Government is to correlate and dovetail curricula and schools.

The next paper was contributed by the Rev. W. H. KEELING, Head Master of Bradford Grammar School, and, in his absence through indisposition, was read by his son, the Rev. W. L. KEELING, Head Master of Warwick Grammar School. Mr. Keeling laid down at starting that each type of school is a separate living organism, and consequently no co-ordination could be sound which in any way obscured or confounded the distinct ideal of each type. The ideal of the grammar school is to be a centre of sweetness and light, "a pathetic witness in these days of little sentiment and quick returns to the belief in education for its own sake." The properly developed grammar school is a small University. The parallel top forms are each doing special work, literary, commercial, or scientific; but no boy is confined or stunted by the fact that he is doing special work. The common life produces in intelligent boys a mental balance and breadth of tone which cannot be got under any other system.

What, then, must be our basis of gradation? Cost per head. The most liberal education is the education which involves the most expenditure. "The proportion of national money by which the work of a school is aided should be made to depend on the total amount per head which that school puts into education."

If it is objected that the public do not want this costly education, the answer is: That is all the more reason why it should be given them. "If there are people who hate higher education for its own sake and prefer a cheaper substitute, that is simply an argument for the higher education."

The third paper was read by Dr. FORSYTH (Central Higher-Grade School, Leeds). It was generally agreed that the best age for transition from the primary to the secondary school was ten; certainly not later than twelve. The evening students in technical institutions were drawn almost entirely from primary schools, and for these an urgent need was preparatory classes in which the elements of mathematics and science were taught. The great stumbling-block in the way of co-ordination was fees, and till we had free secondary education we could never hope to rival America.

Dr. VINTNER (Apperley Bridge) dwelt on the physical and moral side of the educational problem. The higher-grade schools, in which children were brought from distant homes and taught in large classes, had failed from neglecting this side. What was needed was not to bring children to education, but education to the children. Why should not existing grammar schools be utilized, and new ones established, to which town children might be sent? A plain meal might be provided in the middle of the day, and then they would enjoy fresh air, sunshine, and games. Hostels should likewise be established for those living at too great a distance and for pupil-teachers.

Dr. MOSS said that one preliminary matter had been omitted. How could they have co-ordination in districts where there were few secondary schools, or none? It was all very well to say "Establish them," but in Shropshire the whole sum they had to devote to secondary education was £7,000. "Put up the rates?" What would the farmers say to that? They must first educate the ratepayers. He could not agree with Mr. Keeling that the work of education was measured by the cost. By that test science would be the highest form of education.

Mr. PERCIVAL SHARP urged a change in the curriculum of primary schools, especially in the country. For the last two years practical subjects should be taught for half the time—cookery to the girls and woodwork to the boys.

The Rev. J. R. WYNNE EDWARDS (Leeds Grammar School) doubted whether this new educational ladder had not done more harm than good. It was a dangerous thing to raise boys above the social station in which they were born. He knew of one such boy who had risen from the elementary school and taken a high Wranglership at Cambridge, but was now working as a farm labourer. It was all very well to say that England was a democratic country, but it was not.

Mr. GORE (Hymers College) and Mr. LEIGHTON (Bristol Grammar School) showed how they had overcome the difficulty of beginning Latin late with elementary scholars, and Mr. SCOUGAL gave an account of the Scotch system, which, under the new Code, carried out the recommendations of Mr. Sharp.

SECTIONAL MEETINGS.

The afternoons were devoted to sectional meetings, which were held in three public buildings, as the Yorkshire College could not provide sufficient accommodation. It was tantalizing to have to make one's election and to find, for instance, that one had followed the multitude to a "chatter about Harriet," as Prof. Freeman would have dubbed it, thereby missing a true philosophic argument on the teaching of classics. We can only attempt to give the most noteworthy features.

The Teaching of English.

Canon LYTTELTON, who opened the subject, wore the sock of comedy, and kept his audience in roars of laughter. He told of the correspondent who apologized for having his letter typewritten, but spoilt the boon by adding his autograph signature. The cockney accent was spreading northwards, and when it met the northern burr, which was spreading southwards, he trembled to think of English as it would be spoken. The serious part of his paper was devoted to English composition. At Haileybury he had adopted the method set forth by Mr. Hartog in a *Fortnightly* article. In the lowest forms boys were set a description of the room in which they were sitting; at the next stage they had to reproduce stories told to them. To his sixth he set social problems, such as used to be given as puzzles in *Truth*. Another plan of his was to dictate a poem with the epithets omitted and ask for the missing word.

Mr. P. J. HARTOG followed with an account of his experience in carrying out his method with an elementary class. He gave the bare skeleton of a story and left the children to clothe it with flesh and make it interesting. Several specimen essays showing how the imagination had been trained were read out.

The discussion which followed was desultory and not very profitable. One speaker objected to Mr. Lyttelton's scheme as a series of dodges and devices. English composition would never be properly taught if it was divorced from the rest of a boy's work. In the upper forms the themes should be taken from the literature, history, geography, and science lessons. One master insisted on the virtue of reading aloud; he would read splendid poetry to his form with unction, "rolling the precious words under his tongue as though they were lollipops." Another sent the audience into fits of laughter by proclaiming in the broadest Yorkshire dialect that the first thing to be done was to make the English language fit to be taught.

The debate was a comic interlude fitly ended by a Haileybury story. In the "Serenade" the line:

"Ope thy window and begin the dawn,"

was dictated with the last two words omitted; one boy filled it in:

"Ope thy window and begin to yawn."

The Teaching of Classics.

Prof. GEORGE RAMSAY began with a modest disclaimer. He held no brief for the classics, and had no desire to pit one subject against another. Method, he held, was far more important than the choice of subject, and all that he demanded was that, whatever the subject chosen, it should be taught thoroughly from the foundation, accurately and intellectually, not solely as a means of bread-winning. Sir W. Anson, Lord Edmond Fitzmaurice, Mr. Yoxall, and Mr. Bryce were all quoted as witnesses against the inroads of so-called science and the consequent neglect of language and literature. "None will dispute that human or literary studies lie at the root of all education." In passing, he declared himself on the side of Mr. Page against Prof. Gardner: "I do no believe that lamplight illustrations can take the place of instruction in processes of reasoning." "Latin grammar gives a key to all the fundamental principles of speech and reasoning applicable to all languages, and is in itself a compendium of practical logic; elementary translation, (and, still more, translation into Latin) brings into play at every step the reasoning and discriminating faculties." To extend the benefits of this training to a wider class new methods must be adopted. Grammar must be taught less technically and based on the Reader. The Reader must consist of carefully graduated selections illustrating ancient life and history, and the subject-matter must receive attention no less than the language. Latin must be begun later, and a boy taught by this method will be able, by the time he is fifteen or sixteen, to translate and retranslate at sight any easy passage from a Latin author. At the Allan Glen's Science School at Glasgow the head master had found it necessary to make Latin an integral part of the course in order to supplement the defects of a purely scientific training.

Dr. W. H. D. ROUSE gave some interesting statistics showing how the study of the mother tongue was neglected in English schools compared with those of Germany. In preparatory schools boys of nine and ten spend considerably more time, and boys of thirteen spend twice the time, on foreign languages as on all their English subjects (including Scripture and history) put together. This result is directly due to the open scholarship examinations in public schools. Preparatory schools which do not compete for these scholarships have a comparatively reasonable time-table. In English public schools less than half the time is given to English that is given to German in a German *Gymnasium*. First, then, the study of Latin and Greek must be postponed, and, in Dr. Rouse's opinion, classical scholarship will not lose thereby. Precocious study, the heavy drudgery of the early years, has a deadening effect. But this postponement implies no abandonment of classical studies. As an intellectual gymnastic there is nothing like them or approaching them. Modern languages are not a patch on them. "The one fact of their being analytical languages so greatly limits their possibilities in variety of form that they cannot approach the literary perfection of Greek or Latin; and their contents are far inferior." Assuming, then, that classics are indispensable to a liberal education and that English subjects must be properly taught, how are we to find room for them all? We must remodel our time-table and improve our methods. Latin and Greek must be begun much later, and the experience of Frankfurt shows that they will not suffer in consequence. Latin in the first stages must be taught colloquially, as it was in the days of Erasmus and Busby. The dry-nurse system of annotated editions with vocabularies must go, and teachers must be found who are independent of cribs.

Principal BODINGTON, in summing up the discussion, said that he saw no reason to take a pessimistic view of the future of classical teaching. Already there was a strong reaction against the utilitarian views of the scientists. He entered a strong protest against the system of set books. The real test of a boy's proficiency in Latin or Greek was his ability to translate at sight.

Modern Language Teaching.

Mrs. MIALL read a paper on "The Application of Pestalozzian Principles to the Teaching of a Living Language." She showed how it was possible even in the teaching of a foreign language to apply the principle of proceeding from the known to the unknown. "Taking a little girl through the streets of Ilkley, I said to her: 'Hier kommt ein Mann; da steht ein Haus,' and she understood me perfectly. So in French, if you say to a child: 'Fais rouler cette balle sur cette table,' she will do it." In the early stages the habit of translating is a cumbrous waste of time and faculty, and the child will only remember the English, and entirely forget the original. Translation belongs to a later stage, and then it is a valuable class exercise; but even then there should be for every page translated a score of passages read without translation.

Mr. STORR first discussed the moot point of classes *versus* forms. In the lower part of a school it was essential to keep the bulk of the teaching in the hands of one man; but it was no less essential that at the first stage a good pronunciation should be acquired. The problem could only be solved by insisting that lower-form masters should be able to speak French. He predicted that in time, without any war of tariffs, foreign school teachers would disappear. Secondly, he insisted that in each school there must be one man responsible for the modern language teaching; otherwise there could be no unity or continuity of method. As is now the case with mathematics and science, the classical head master must delegate his authority. As to method, he held that there was a consensus of professional opinion in favour of the *Neuere Richtung* for the first stages; but he pointed out some of the dangers attending it. Teachers were inclined to stick to the text-book, and the new Dent was like to prove as tedious and mechanical as the old Arnold. The reading book was the meeting point between the old and the new systems, and might be made to combine the best features of both. It furnished the best groundwork for pronunciation, grammar, and composition. Lastly, he maintained that literature was the supreme end and aim of modern language teaching. "The New Method was the pedagogue to bring us to this high school, but he was too apt to leave his pupil at the door and trust to his entering because the door stood open."

Prof. SCHÜDDEKOPF, speaking from large experience as a teacher and an examiner, pronounced that modern language teaching in England was in a parlous state. The New Method had done good in insisting that French and German must be taught as living languages, but as tested by results it had failed in scholarship and thoroughness. The fault was not in the method. He did not believe that the present teachers of modern languages in this country were properly qualified for their work.

Commercial Education.

Prof. CLAPHAM began by defining his subject: "For boys under fifteen there is no commercial education problem at all." Let boys up to that age be properly taught their English subjects and simple mathematics, and no enthusiast for commercial education would ask for more. After that let there be differentiation; but the commercial subjects taught in a secondary school must satisfy a double test: they must be a preparation for business and, at the same time, educative. It followed that such subjects as business technique, shorthand, and typewriting, if admitted at all, must be content to take a back seat. On the other hand, modern languages, the study of contemporary history

(political and economic) and of geography (physical and commercial) could be made the media of the highest education. "Economics gives a training in fact and a training in thinking of a very high order, whose importance can hardly be overrated." He had no desire for a new type of schools labelled "commercial": all he desired was that a limited quantity of specifically commercial subjects should be grafted on to modern sides.

Mr. W. H. BARBER (Leeds Institute Modern School) followed on the same lines. His practical suggestion was that, beside the Division A and Division B schools receiving Government grants, a third division should be added, in which commercial subjects took the place of science. Further, business men must help them by giving the preference to youths who had received a thorough commercial training, as was done in Germany and America.

Art Teaching.

Colonel HARDING, Chairman of the Leeds Art Gallery Committee, occupied the Chair. He noted the backwardness of England compared with Continental nations. The main duty of the art teacher was to bring out the ability and originality of the student. It was not possible to make artists of all boys and girls: the object of art teaching in schools should be to discover the few on whom it was worth expending further time and money.

Mr. A. SPENCER (Royal College of Art, South Kensington) urged the importance of co-ordination and early teaching. Children of three and a half to six could be taught drawing, and they liked it. The best models were flowers, foliage, and common objects selected for their beauty. Drawing in outline had little or no educational value for children: they should be taught with brush or chalk or pencil to express form and mass. Drawing in our secondary schools was in a very shaky condition compared with that in our elementary schools, and this had a detrimental effect all round, as the County Councillors and Committeemen came from these schools.

Mr. GIBSON created a laugh by remarking that the two chief difficulties in carrying out Mr. Spencer's scheme were the "examination nuisance" and the "inspector nuisance."

TEACHERS' GUILD JOINT CONFERENCE.

A JOINT CONFERENCE organized by the Teachers' Guild was held on Monday, January 11, to discuss the relation of different types of schools under the Education Bill of 1902, the several curricula, and the passage of pupils from the lower to the higher schools. The following organizations were represented:—the Association of Assistant Masters, the Association of Assistant Mistresses, the Association of Head Masters, the Association of Head Mistresses, the Association of Head Masters of Preparatory Schools, the College of Preceptors, the Head Masters' Conference, the National Union of Teachers, the Private Schools' Association, and the Teachers' Guild of Great Britain and Ireland, with its allied societies, the Birmingham Teachers' Association and the Friends' Guild of Teachers. No resolutions were passed, the object being not to formulate any particular policy, but to give an opportunity for an interchange of views among the various experts, and so to give to Local Authorities the benefit of gathering the best professional opinion.

The Chair was taken by Mr. ARTHUR ACLAND.

The Age of Transition to Secondary Schools.

Mr. J. W. HEADLAM (Inspector of Secondary Schools under the Board of Education) opened the first discussion. The task at present set before many masters and mistresses of secondary schools was a difficult, not to say impossible, one. Pupils entered these schools (in which he included schools of science) at the age of ten, and sometimes earlier, while from the elementary schools they received boys and girls at the age of twelve, thirteen, fourteen, and sometimes fifteen. These promoted pupils came to the secondary school quite ignorant of nearly all the subjects that they should have learned in the earlier years of their life. How was it possible for any master to manage such unequal yoke-fellows? They needed some general principle to correct this growing evil of disparity. In elementary schools the junior classes were taught by raw lads who had not themselves the knowledge or capacity essential for teaching young children. Schools were organized not for the mass, but for the scholars; and there was more joy over one pupil who reached the top of the educational ladder than over the ninety and nine who could not aspire to get beyond the middle rungs. Each grade of school should be an independent organism; efficiency was the primary object, and the ladder only secondary. With properly organized primary schools, co-ordinated with higher-grade schools, there would be no need for passing any but exceptionally gifted scholars on to the secondary school; and, if the efficiency of secondary schools was to be preserved, their scholars must enter not later than the age of ten. The question of pupil-teachers was, he allowed, unsolved by his recommendation, and one of the profoundest difficulty.

Mrs. BRYANT admitted that it would be desirable, if possible, to get the child who was to receive a secondary education from the elementary school as early as ten, but, in her opinion, it was not possible to elect the right children for promotion at so tender an age. Precocious children often proved failures, and those who developed late had most staying powers. The only safe way was to have scholarships at varying ages and to promote whenever the evidence became sufficiently strong to justify promotion. In girls' schools there was no difficulty in fitting in really able children from the elementary schools. She found that the girls who came to her with intermediate scholarships of the London County Council at the age of fifteen did better than upper-class children who came at the same age and had generally been badly prepared at home.

Mr. PICKLES, of the N.U.T., was the second nominated speaker, but did not answer to his name. The Chairman therefore called on the third speaker, Miss Walker, of the Roan School for Girls, Greenwich.

Miss WALKER said that she had prepared statistics of the girls she had received as scholars from the elementary schools during the last eight years. Of these, numbering nearly five hundred, 31 per cent. were aged twelve, 26 per cent. aged thirteen, and 15 per cent. aged fourteen. The average time spent by these girls in the Roan School was under two years. The weak point in the present system was that parents could not be compelled to keep their children in a secondary school for any fixed time, and she held that, unless girls stayed for four years, secondary education was thrown away on them. The scholars she received were industrious and well behaved, but they lacked openness of mind, were unreceptive of new ideas, and their English composition was verbose and pretentious.

A discussion followed, in which Mr. WATKINS, Mr. DAVIES (Bridgnorth), Mr. LYDE, Mr. STORR, and Mr. HUNTLEY (Worcester) took part.

Mr. ACLAND, summing up the debate, said that the main fact borne in on him was that more money was wanted in schools to be spent in doing away with large classes and small salaries. Local contributions must be supplemented by Treasury grants. There were many places where parents could not afford to pay more than £5 or £6 a year, and the net cost of secondary education per head could not be put at less than £15. In the two types of secondary schools at present recognized by the Board of Education the grants were respectively £5 and £3 or £4. The second class, the best educationally, were the worst paid, and in them the grant must be increased to £8. As to age, he though that there was no definite solution universally applicable. As to length of stay in school, some way of keeping the scholar for four years must be found, and, indeed, it had been found. In Yorkshire the parents of scholars were required to sign a bond with a small penalty for forfeiture attached, pledging them to keep their children for the stipulated time at the secondary school. Examinations should be in the hands of teachers, and the leaving examination from the primary should serve as the entrance examination to the secondary school.

Correlation of Curricula in different Types of Schools.

The discussion was opened by Mrs. BRYANT. The types of schools concerned were three—the elementary, the intermediate (leaving age, sixteen), and the secondary proper (leaving age, nineteen). The child's mind did develop in stages, and for each type of school corresponding to the three stages indicated we might lay down an independent curriculum. This done, teachers of the three types should hold a round-table conference to see how best the different curricula could be dovetailed. She could not see why a great deal more should not be done in elementary schools than was done at present—why, for instance, language teaching should be limited to the mother tongue and formal grammar, which was very badly taught. English grammar should be synthetically taught in connexion with composition, and she saw no reason why in the highest standards every child should not learn French by the direct method. Then there should be more and better history and geography, not confined to England. There remained the difficulty of a second foreign language, which ought to be begun before twelve. The small boy destined for a secondary school began his Latin at eight or nine, and Latin in the primary school would not be possible; but in the intermediate school she believed that in the future classics would play a small part, being retained only as an optional subject. She highly approved of Miss Walker's suggestion for a conference (it should be a standing conference) between primary and secondary teachers.

The Rev. C. J. SMITH (Latymer Upper School, Hammersmith) said that the curriculum of the elementary school was already overweighted, and, if Mrs. Bryant's reforms were carried out, it would be crushing. The policy of the London School Board had been to keep children in their own schools and prevent their passing to secondary schools. They had deliberately cut the educational ladder. Instead, they transferred promising children to a higher-grade school of their own. He agreed with Mrs. Bryant that there was a general failure to teach English in elementary schools. The fault lay not with the teachers, but with the examination system and with unsympathetic inspectors. Half his boys were drawn from elementary schools. He solved the difficulty by putting them for one, two, or three terms, as

required, in a class by themselves. Then they had a triple classification —Latin, German, and book-keeping with shorthand. For Greek, at the top of the school, there was a separate class; but he hoped that the Universities would shortly remove this stumbling block.

Mr. SHELDON said it was impossible to correlate the work in science of boys leaving school at the age of sixteen and of eighteen respectively. If French were taught in elementary schools, the consequence would be that parents would keep their children there to the age of fourteen. As it was, the forward pupils in primary schools from the age of twelve to fourteen did little good, and were kept marking time. For want of correlation, much of the science work in technical institutions was worthless, and much public money had been wasted.

Mr. HEADLAM was opposed to Mrs. Bryant's proposal to introduce French in primary schools. It was not wanted by the pupils and would be a useless luxury. The smaller grammar schools had failed because they insisted on a classical education for boys going into business. The question had been discussed from the point of view of scholarship boys; but there was a large and increasing number of boys who passed on to the secondary school without scholarships, and the curriculum must be adapted for them. The missing link in our English system was something corresponding to the *Vorschule* of a German *Gymnasium*.

Miss MORLAND (Croydon Education Committee) insisted that nothing should be done to interfere with the regular course of study best adapted for the mass of children whose education would end with the primary school.

Mr. STORR hoped that, on second thoughts, Mrs. Bryant would withdraw her suggestion of French. For correlation the change must come in the curriculum, not of the primary, but of the secondary, school. Twelve was quite soon enough for a boy to begin French, and he believed that there would be no ultimate loss to classical studies if Latin were postponed to the age of fourteen. English might be badly taught in elementary schools, but it was worse taught, or not taught at all, in secondary. If English, mathematics, drawing, and manual instruction were made the *Haupt-studien* in the lower forms of secondary schools and Latin were postponed, the difficulty would be solved.

Mrs. BRYANT, in replying, stuck to her guns. At any rate, in all town elementary schools she would insist on French. Each type of school should agree on the curriculum best adapted for itself. Latin and German might be made alternatives in the intermediate school. There was a natural order of development underlying all our work, and, if this were adhered to, it would provide for natural correlation.

Scholarships.

Prof. J. W. ADAMSON (King's College, London) opened a discussion at the afternoon sitting on the best method of discovering the child of scholarship form at the appropriate age for transition from primary to secondary schools. He said that the problem was the discovery at the immature age of eleven or twelve of those finer brains in the public elementary school whose natural capacity it was to the interest of the community to cultivate by a prolonged schooling. Notwithstanding the success at the Universities of boys and girls discovered by its means, the ordinary "paper examination" of large numbers of candidates entailed much waste. As things were, many children spent the last year or two at school in fruitless drilling for the examination when they ought to be pursuing an orderly course of education. Schoolmasters themselves were greatly to blame. They sent up crowds of worthless candidates in the hope of securing a scholarship by some happy chance. In any record of successes, it should be obligatory to state the numbers of the unsuccessful. The present examination scheme would be more effective if it were less cut and dried and if it included a liberal provision for *viva voce*. It would be still better if entrance were preceded by nomination by the school authorities, who should state their grounds in each case for regarding the candidate as above the average. The examiners ought to have full discretion, their purpose being, first, the discovery of faculty, and, secondly, the possession of the minimum knowledge necessary to pass to the higher school. Local Authorities about to initiate schemes should reserve their freedom to experiment, and especially they ought to look askance at a big machine which treated children in masses, while the essence of a scholarship test was that it looked throughout to individuals.

Mr. W. T. H. WALSH (Kent Education Committee) remarked that, as a child must be transferred to a secondary school sufficiently early to admit of his taking a three or four years' course, it would be necessary to look for scholarship candidates among the brightest pupils in the elementary schools who were nearing their twelfth birthday. In the first instance, all candidates should be recommended by the primary-school teachers, who should vouch for their ability, diligence, and general good character. The written examination should comprise a very carefully set arithmetic paper, dictation, English composition, and some general questions; and should be arranged by a Joint Board representative of the primary and secondary teachers of the district. The written work should be supplemented by as full an oral test as possible, in which the teachers of the secondary schools to which the scholars would be transferred should take an important part. Intelligent reading and ability to answer simple questions *viva voce* should be looked for, and no little credit given for manners and deportment. Local Authorities at the present time when busy over their schemes for the future might well, he thought, be reminded not to put implicit trust in mere paper results, and urged to take advantage of the services of practical teachers in matters wherein they had indisputable claim to be regarded as the truest experts.

Mr. R. E. STEEL (Northampton and County Schools) said that his experience was that with elementary scholars all of the work, except in mechanical subjects, had to be done over again. It was impossible to devise an examination that could not be crammed for. He would allot scholarships by schools and let the masters decide. This allotment should not be permanent, but revised year by year.

Mr. PEARSON (Wesley College, Sheffield) would defeat the crammer by issuing no syllabus, allowing no examination papers to be published, and trusting mainly to *viva voce*.

Miss MAITLAND (Somerville College, Oxford) said that it was not the difficult examination paper which differentiated between the candidates, but the easy one.

Prof. LYDE said that at Bolton he had been allowed a free hand in selecting scholars. His plan had been to take the recommendation of elementary head masters, and he had found that their judgment could be trusted. In the case of higher-grade schools this was not the case, and he had interviewed the candidates himself. In ten minutes he could find out pretty surely what stuff a boy was made of.

Pupil-Teacher System.

Prof. ADAMS (London) referred to the new regulations issued by the Board of Education. The laudable object they had in view was to give the pupil-teacher the full benefit of a secondary school. The problem was how to combine this with his professional training. To reap the full benefit of a secondary school, a boy must have at least a year in the sixth form. Not only intellectually, but for formation of character, that was far the most important year. The suggestion he would throw out was that the pupil should have three years in the secondary school (say, from thirteen to sixteen), then pass a year at a pupil-teacher centre, and then return for a year in the sixth form. This experiment had been successfully tried in Scotland. It was painful to him, coming from the North, to find in England such a marked line of cleavage between primary and secondary teachers.

Mr. GEORGE COLLAR (Stockwell Pupil-Teachers' School) urged the instant need for further provision for training. From fifteen hundred to seventeen hundred new teachers were required every year, and only one-third of these could be accommodated in existing training institutions. He could not approve Prof. Adams's suggestion; the break in continuity would be fatal to study. He thought the pupil-teacher schools should be turned into regular secondary schools.

After further discussion, the CHAIRMAN said that in a large part of the country there was not an adequate supply of secondary schools to take in anything like the number of intending pupil-teachers from twelve to sixteen or eighteen years of age if they were to look forward to the time when, as he hoped, they would send to all the elementary schools trained teachers. The best secondary schools were full already, and would not care to receive pupil-teachers. On the other hand, there were many grammar schools now perishing for lack of pupils which might be utilized. He thought that an ideal scheme, where there was no adequate local supply either of secondary education or of intending pupil-teachers, would be to have a pupil-teacher centre—not too large—where they could arrange to have a secondary school of which the pupil-teacher centre should be an essential part. Both should be under the same head and staff, and, in this way, they would secure that continuity and patriotism which in a single institution lay at the root of what was wanted. The practical work of the pupil-teacher should come at the very end; there should be no break in his culture studies. The Government had made a great mistake in putting the training of teachers on the secondary rate: the training of elementary teachers was part and parcel of elementary work.

Miss MANLEY (Stockwell Training College) attributed the defective knowledge of history, geography, and English that she found in her students to the large classes in elementary schools. Their physique was likewise poor; they seemed overworked and played out. They were diligent and attentive, but irresponsive to new stimulus. They had specialized too early and been terribly over-examined. By a swing of the pendulum there was a tendency to regard poverty as a qualification for a scholarship. It was not easy to make much of girls coming from poor and uncultured homes.

Mr. TREVOR WALSH said the whole question resolved itself into one of finance. A county could not be expected to provide gratuitous training if another county, by offering slightly higher salaries, could reap the whole benefit. The only remedy was a large Treasury grant.

Mr. WYNN-EDWARDS (Leeds) said that grammar schools had to teach the lessons which, from the nature of things, higher-grade schools could never teach—public spirit and *esprit de corps*. A break of the year would be fatal to the growth of that spirit.

Prof. ADAMS said his suggestion had been only tentative, and, in the face of the opposition it had encountered from those who had more experience than he, he would not press it.

A vote of thanks to the Chairman concluded the proceedings.

INCORPORATED ASSOCIATION OF HEAD MASTERS.

THE Annual General Meeting was held at the Guildhall on Tuesday and Wednesday, January 12 and 13. The Chair was taken at 10.30 by the Rev. Canon BELL, late Master of Marlborough College, who gave the following

INAUGURAL ADDRESS.

I must begin by offering my cordial thanks to you for the honour you have conferred on me by electing me as your President. Though I have ceased to be a head master, your constitutional precedent recognizes the title of an associate for this high position, and there are some advantages in occasionally choosing one who is independent. There are subjects on our programme which can be more impartially discussed or advocated by one who is free from the suspicion of personal interest.

The Promised Land.

If four years ago I had been able to accept the invitation to be your President, I should have found you still waiting to enter the Promised Land. But now what a change of scene! What a bewildering variety of movements, meetings, conferences! Mr. Balfour's Education Bill of 1902 has called into activity hundreds of bodies engaged with more or less energy and wisdom in effecting some of the reforms which we so long and so patiently advocated. In some counties Education Committees, strongly constituted and reinforced by able experts, are discharging wisely and liberally the duties imposed upon them by the Act; while elsewhere, for lack of practical wisdom and organizing power, there is a weltering muddle.

There is great force in a suggestion made by your President last year that the County and Borough Education Committees should establish a Central Council or Committee similar to that of the County Councils Association. It would serve to diffuse sound principles and practical expedients for organization, management, finance, and the immense complexity of detail involved in the effective working of the Act. However, much has been accomplished in the last few years, and, even though entry into the Promised Land is, as of old, chequered by disappointment and conflict, at any rate there is good reason to congratulate this Association, which, in the weary years of waiting, largely helped to form public opinion and to win acceptance for broad principles of reform. For instance, we may express satisfaction at the successful issue of our efforts in behalf of the tripartite organization of the Board of Education.

Mr. Fletcher and Mr. Headlam.

A very happy outcome of this recent organization is the appointmen of Mr. W. C. Fletcher as Senior Chief Inspector of Secondary Schools. For the successful discharge of his manifold duties he will be largely dependent on his staff, and we wait with hope or anxiety the decision of the Board of Education on one or two appointments hardly less important than that of the Chief Inspector. The influence of a single able and courageous official has been signally shown by the effect of Mr. Headlam's report on secondary schools. It supplied the material for a wise speech by Sir William Anson in the last Session of Parliament, in which he brought forward the evidences of the deplorable defects in the literary subjects of many secondary schools—due in some measure to the lop-sided energy of the late Science and Art Department. We must not severely blame them. It was their business to encourage science and art; it was not their business—it was no one's business at that time—to take a comprehensive survey of secondary schools, and to adjust the claims of different subjects in one proportion, and with regard not simply to science, but to what is far deeper and wider—scientific principles of education.

Needed Reforms.

But now we have good reason to hope for better things, and the influence of the Senior Inspector and his staff will be steadily exerted to secure for secondary education many improvements still urgently needed. I will enumerate a few of them:—(*a*) Our schools need freedom to give a well balanced, liberal education, without being cramped by unscientific time-tables or bribed to sacrifice their pupils' true interests. (*b*) They need deliverance from the complex network of examinations which our Universities, headed by Oxford and London, are endeavouring to simplify. I hope the very important question of leaving certificates, which will be brought before them by Mr. Fletcher as Chairman of the Examinations Committee, will receive full consideration. (*c*) Thirdly, no efforts must be spared by those interested in education, by County and Borough Councils, by schoolmasters, by inspectors and all the authorities of the Board of Education, to urge upon the intelligence and the conscience of the nation the urgent need of increased grants from the Exchequer to the Local Education Authorities for secondary schools to enable them to do what is, or should be, demanded of them by the nation.

Eternal Want of Pence.

The third motion on our agenda paper will give occasion to show that fresh and heavy burdens will be laid upon them in providing accommodation and teaching for intending pupil-teachers; and in future a large portion of the expenses of evening schools will be drawn from the existing funds for higher education—*i.e.*, from the "whisky money" and a rate not exceeding 2d. in the £. These funds will be so depleted that there will remain less than nothing for expenditure which is now a vital necessity—schools cannot live without a sufficient supply of well qualified teachers. Warnings have more than once been offered from this Chair that the supply of assistant masters has for some time been steadily dwindling both in number and quality. There may be several reasons for this decline, but none is more obvious or more scandalous than the lamentably low standard of the salaries of a large proportion of assistant masters in secondary schools; and a startling assertion is made that in some schools the sum divisible for salaries is so inadequate that a rise in the number of pupils—due, presumably, to successful teaching and management—actually lessens the sum per head available for the salaries of the assistant masters. Again, comparatively few schools are as yet able to establish a pension fund or other provision for masters when their strength fails them. It is a satisfaction that a motion on this subject to-morrow has been entrusted to the able advocacy of Dr. McClure.

The Mother Tongue.

(*d*) Another question is raised by Mr. Headlam's report—the pressing need of improvement in the teaching of our mother tongue. Complaints come from many quarters, including the Universities and the Army authorities, of the deplorable ignorance of English shown in examinations by candidates from our schools. Some members of the Mosely Commission consider that on many points we have little to learn from America; but this cannot be true in regard to the teaching of English, if we may judge from the thorough and scientific treatment of this subject in American manuals; and you are, no doubt, familiar with papers in Mr. Sadler's invaluable volumes of Reports which show the thoroughness in the teaching of the mother tongue in Germany and France. Whereas Mr. Headlam says that the very first elements of good work are absent, and in a large number of schools the teaching has not yet reached that stage at which criticism begins to be useful or possible, English grammar is taught without any reference to the other language work which the boys are doing. The rules are learnt from a text-book; but the boy gets no acquaintance with the English language as used by those who know how to use it, and has little skill or facility in expressing himself on paper or orally. Before our boys can be better taught many schoolmasters will have to be converted from the heresy that English can be picked up anyhow without devoting time and care specially to it, and Universities and other training and examining bodies must be urged to lend their help in providing adequate tests and supplying competent teachers of the mother tongue.

Work for 1904.

Before I conclude there are one or two other topics not included in our agenda paper to which I would draw your attention—(1) the very interesting and suggestive report by Mr. Laffan, your representative on the London Technical Education Board. You will find it on page 73 of our report. In it he quotes a passage written by an inspector which shows how in all subjects the bondage of examinations may be usefully relieved. (2) The excellent arrangements made by the London University for teaching and testing the knowledge of modern languages. They are clearly explained by Sir Arthur Rücker in the January number of *The Journal of Education*. (3) The suggestion to promote a conference of representatives of higher education on County Education Committees. This will be considered by the Council on the 13th. (4) The invitation from the Vice-Chancellor of the University of Cambridge to communicate with the Studies and Examinations Syndicate and express our views as to any desirable changes.

For the new year the Association might take as its motto President Lincoln's "Keep on pegging away"; or, if they preferred something more classical, "Matthew Arnold's favourite text, "Labora et noli contristari."

RESOLUTIONS.

The Education Act and Secondary Schools.

The following resolutions dealing with the Education Act of 1902 in relation to secondary schools were among those discussed and adopted:—"That this Association welcomes the provision in the new regulations by which candidates for pupil-teacherships in elementary schools are recommended to receive some part of their education in secondary schools." "That this Association is cordially in sympathy with the recommendations laid down in Mr. Morant's memorandum, and is of opinion that the intending pupil-teacher should enter a secondary school at about twelve years of age, remain there for four years as an ordinary scholar, and then receive a two years' additional course as a pupil-teacher under special instruction and partial or continuous attendance." "That grants to secondary schools, whether from the Central or from the Local Authority, should be given in respect of the general work of the school, and not for special subjects, and that they should be considerably increased." "That all secondary schools

provided or aided by the Local Education Authority should be administered by governing bodies under school schemes approved by the Board of Education."

On the motion of the CHAIRMAN a cordial vote of thanks was passed to Dr. R. P. Scott for his services as Honorary Secretary to the Association from its formation to the present time.

Mr. G. W. RUNDALL, Registrar of the Teachers' Registration Council, explained the new regulations for the registration of teachers, and stated that the actual number of teachers registered in Column B on December 31, 1903, was 4,500.

Military Training in Schools.

The Rev. C. G. GULL (Clapton), Chairman of the Committee on Military Training in Schools, mentioned that they had now the distinct recognition of military training in schools by the War Office. Eighty-four schools had been inspected by the War Office in addition to the seventy-four cadet corps established in schools. There had been a considerable improvement in, and extension of, rifle shooting in schools, 134 schools teaching shooting on Morris-tube ranges. He had received a letter from Lord Grenfell, commanding the Fourth Army Corps, stating that he had accepted the suggestion to appoint a special officer on his staff with the sole duty of inspecting military training in schools, and he had appointed to this position Colonel Elliott, who was for some years secretary of the Lads' Drill Association.

In the evening the members of the Association dined together at the Trocadéro Restaurant. The toast of the evening was proposed by Sir A. RÜCKER and acknowledged by Canon BELL. The toast of "The Guests" was proposed by Dr. GOW, coupled with the name of Mr. Anthony Hope Hawkins. In a humorous speech he noted how shrewdly schoolmasters had been treated in English literature from Shakespeare and Milton down to Dickens and Thackeray, and he called on Mr. Hawkins to put this right by composing a novel with a schoolmaster (preferably a head master) for the hero, promising him a sale by the million. Every boy on entering school would be presented with a copy.

SECOND DAY.

After a service at St. Lawrence, Jewry, with a sermon by the Bishop of St. Albans, business was resumed at 11 a.m.

The PRESIDENT brought forward the first motion, on the

Tenure of Assistant Masters.

He began with a short history of the movement. At the general meeting of 1901 six resolutions drafted by the Council in accordance with the instruction passed in 1900 were presented *en bloc* and passed. These had proved inoperative: they laboured under one fatal weakness—the Assistant Masters had not been consulted. In 1901 there was a proposal from the Assistant Masters' Association for a Joint Conference. In 1902 a joint deputation from the two bodies had been received by Sir George Kekewich to urge that the question of tenure should be referred to the Consultative Committee. The Board of Education had declined. No action had been taken in 1902; but last October the courage of the Association had revived, and a private conference between seven delegates of the I.A.H.M. and seven of the I.A.A.M. had been arranged, with Sir E. Fry as President. His mere presence would have inspired a spirit of fairness, and they had further received invaluable assistance from Sir W. Anson, Mr. Bruce, and Mr. Leach, who had attended as assessors. Part of the agreement with the Assistant Masters was that the resolutions must be accepted or rejected *en bloc*, and the I.A.A.M. had at their annual meeting passed them by a large majority. Therefore no amendments could be accepted.

The debate, or rather conversation, that followed showed a strong undercurrent of opposition. One speaker went so far as to say that they were being "rushed"—the resolutions were "rammed down their throats," a charge which was indignantly repelled by Mr. SWALLOW. In the end the resolutions were carried by 49 votes to 17 (with the Assistant Masters the majority was 46 to 15).

The text is given in our report of the Assistant Masters' Conference.

A rider, "That the Board of Education be asked to alter schemes in accordance with the resolutions," was disallowed by the President as raising too wide an issue.

The following additional resolutions recommended by the I.A.H.M. representatives at the Conference were moved by Dr. McClure:—(1) "That in each school there should be a scheme adopted by the governing body indicating the ranges of salaries to be made operative in the school; no salary to be less than £ for a master registered in Column B." (2) "That it be made a condition that increases of salaries under such scheme should be made by the governing body on the specific recommendation of the head master." (3) "That for each school a pension fund should be provided for assistant masters, to which annual payments should be made by the governing body; superannuation to be optional to assistant masters at the age of fifty-five years and compulsory at sixty years, with half-pay after thirty years' service, without prejudice to other reasons for terminating assistant mastership."

The PRESIDENT said he had received a letter from Mr. T. E. Page deprecating the passing of any resolutions on which the Assistant Masters had not been consulted, and, though he thought the question of salaries and of pensions very urgent, he doubted the wisdom of passing any vote in the face of what seemed to him a reasonable protest.

By general consent the resolutions were withdrawn.

Compulsory Greek at Oxford.

The PRESIDENT gave an account of a Conference he had attended between representatives of the I.A.H.M., the Head Masters' Conference, and the University of Oxford. Oxford had been represented by Dr. Magrath, Mr. Gerrans, and Mr. Matheson. They had agreed to recommend for adoption by Congregation that, instead of Greek in the Entrance Examination, candidates for Honours and Science should be allowed to take an extra science paper and one modern language, and candidates for Honours in Mathematics a paper in higher mathematics and one modern language. If this proposal were adopted by Congregation, Greek would become the easier option. The Head Masters urged that English should be made an entrance test for all; but on this point Oxford opinion was much divided.

The Mosely Commission.

Mr. W. C. FLETCHER gave a brief account of the chief impressions that had been left on him as a member of the Mosely Commission. He desired first to express publicly his gratitude for the extreme courtesy and kindliness with which he had been welcomed. He had been allowed to go where he liked and do what he liked. As to the comparative supply of secondary education, according to a return of the Board of Education for the years 1897–8, the children in schools over the age of twelve were 5·5 per thousand of the population. The figures at the same date were much the same for the United States; but since then they had nearly doubled, while ours had remained stationary. In most districts the increase had been still more rapid, reaching sometimes 22 per 1,000. The same was the case with University students—14 per 10,000 of the population. For England there were no published statistics to compare; but to equal America we should have to have over 40,000 University students. His first feeling was one of discouragement at this comparison, but the reflection that this rapid and continuous growth had all taken place in the course of the last fifteen years inspired him with hope. It had come about entirely from the development, not of private, but of public, high schools. Thus, in the State of Illinois the ordinary addition of public high schools was thirty a year. This was the result of regarding the whole of national education as a public concern. Money was freely spent, and there was no grumbling on the part of the ratepayers.

The second point to which he would call attention was examinations. When he went out he was under the fond impression that in the States there were virtually no examinations. This was not the case. The East had one system and the West another, quite different. Roughly, the East had our own examination system, without its scandalous abuses. Till three years ago every little college had its own entrance examination. Now these were conducted by a Joint Board, on which schoolmasters were well represented. Every paper was set by three men, one of whom was a schoolmaster. The West had a better way still, known as the "accrediting" system, which started with the University of Michigan. To any school that desired it the University sent a special inspector, and, if his report was favourable, the school was accredited to the University, and any pupil who had passed the full school course was admitted to the University without further examination. If any department of the school—physics, for instance—was reported weak, this department was excepted, and the matriculating student would be required to pass an examination in physics. Both schools and Universities believed in this system. As a further check, reports of old boys were sent to their schools after they had been six months or a year at the University. If in the case of any school these were on the whole unsatisfactory, investigation was made to show whether the cause was idleness, or lack of ability, or bad teaching, and, in the last case, the competence of the inspector might be questioned.

Scholarships.

It was no less a surprise to find that these are far more numerous in the States than here, though in amount they are less—as a rule only covering fees. They are not (or were not till quite lately) ever awarded by competition. In New England the University assigns a certain number of scholarships to each of the schools which acts as its feeder. A primary condition is that the scholarship is needed. Further, there is a moral obligation imposed on all scholars to return to the University, as soon as they are in a position to do so, the amount they have received. Such repayments are very common. Mr. Mosely related to them the story of an American engineer who was the first to put the working of the De Beers mines on a satisfactory footing. He arrived at Harvard on a bicycle, having ridden all the way from Alabama, and informed the President that he possessed nothing but the clothes he stood in, but intended to go through the University. On his return from South Africa he repaid to Harvard many times over what he had received as a scholar.

Salaries.

The *Times* Commission and *The Journal of Education* were quite mistaken in stating that teachers' salaries were better than with us. The mistake arose from taking New York as typical. New York had been very bad in this respect, but had lately mended its ways. Generally, the East was as much behind the West as England was behind the East. The result of low salaries was that the bulk of the teachers were women—in the primary schools 72 per cent., and even in the high schools there were three women to two men teachers. As a principal had said to him: "I prefer a first-rate woman to a third-rate man." Of the schools themselves his impression was that the work was mediocre, but the discipline very good. He had found nothing like the crass neglect and scamping of work to be seen in some English schools; but few American schools, if any, reached quite the highest standard. Even in English teaching what he had seen fell short of this, though they were far ahead of us.

In conclusion, he would give one concrete illustration of the public enthusiasm for education. Agriculture, to judge by English farmers, was the profession least distinguished for educational zeal; yet in the State University of Illinois (the population of Illinois was under five millions) there were to-day as many teachers in agriculture as there were pupils five years ago. It was a four years' course, attended mainly by sons of farmers from the age of eighteen or nineteen. The University was mainly State-supported, and a Bill making an annual grant of £120,000 had passed both Houses without a dissentient vote. Grants were likewise made by the various agricultural societies of ten, twenty, twenty-five thousand dollars. How soon could we hope to see English Chambers of Agriculture following that example?

Co-education.

The subject was introduced by Dr. MCCLURE. He desired to treat it not merely as an academic question, but as one of immediate interest. In country districts and towns with small populations mixed secondary schools would, on economic grounds, become almost a necessity. All would agree that, *cæteris paribus*, a school of 150 pupils was more effective than two schools, one of 80 boys and one of 70 girls. But he himself believed that co-education was the ideal of the future, and not merely an economic makeshift. From the point of view of the teacher how much had head masters to learn from head mistresses like the late Miss Buss! In the pupils it seemed to promote that self-imposed discipline of which Mr. Fletcher had spoken—the *summum bonum* of the schoolmaster's art.

Mr. FLETCHER, invited by the President to give his American experience, said that he had come back with an open mind. On the one hand, he had gained the firm conviction that no ill whatsoever resulted from co-education—certainly no moral ill. The Chancellor of a University had told him that marriages between class-mates were very common, and as a rule turned out very happily. There could be no question that boys worked better for the presence of girls and that girls were stimulated by competition with boys. On the other hand, a professor of mixed classes, when he had asked, "Have you any qualms as to co-education?" had answered, "If you had put the question to me five years ago I should have answered, 'None'; to-day I am uncertain." He was inclined to think that this feeling of *malaise*, which the professor was unable to define, might be explained in this way:—While mixed education produced a higher average of work, yet the ultimate standard reached in a mixed school was not so high as that attained in a good boys' school.

Mr. WELLS gave his experience as the master of a large mixed school for the last eight or nine years. He had contributed a paper on the mixed school of the Battersea Polytechnic, then two years old, to Mr. Sadler's Special Reports. Since then difficulties had arisen, not so serious as to make him hesitate about adopting co-education in country districts, but sufficient to make him prefer separate schools in large cities, and to that extent he was now inclined to retract what he had said in favour of the system. These difficulties, he believed, might be traced mainly to the separate education that boys and girls had received before coming to him. It was not easy for him to find women teachers who could maintain discipline. Parents were often unwilling to send their boys, and, in fewer cases, their girls, to a mixed school. A third difficulty was co-ordination. In some subjects—English literature and French—the girls made more rapid progress; in others—science and mathematics—boys. Again, if education meant preparation for life, boys and girls required different subjects and different treatment. Masters would agree with him that one did want now and again to "jump on" a boy in class, and in a mixed class this could not be done. As to the raising of the general standard of work, his experience confirmed Mr. Fletcher's judgment; but he had found traces of moral corruption, and this was worse between boy and girl than between boy and boy.

Mr. GILSON (Birmingham) said that, as far as his observation went, the moral evil came mainly from artificial restrictions. Thus, in a certain school, boys and girls walked together freely to and from home, and he had never heard of any evil resulting, but harm had come from boys and girls being forbidden to enter the gymnasium by the same entrance. Sin came by the law. He thought that the recent progress in girls' education had not been wholly on the right lines: it had been over-influenced by boys' schools. There was a sort of recklessness in boys of the healthy Tom Brown type which, however troublesome to masters, ought to be encouraged; and this quality would vanish in a mixed school. He had noticed, too, that girls who had been brought up with boys talked an intolerable amount of slang.

Dr. FLECKER (Cheltenham) said that the experiment of co-education was being forced upon them by the new pupil-teacher system: the Local Authorities would compel them to receive girl pupil-teachers with scholarships. Mixed schools would, as a rule, be poor schools and small schools, and a stigma would attach to a boy educated in one of them. He himself would never have anything to do with such a system.

Mr. HILLS (Leyton) said the chief difficulties he had experienced lay in the out-of-school life. Thus, he encouraged fair stand-up fights among boys in the presence of a master; but what was he to say to his girls who desired to witness such a fight?

The Rev. CECIL GRANT (Keswick) said that longer experience had only served to strengthen the belief in co-education that he had expressed in Vol. XI. of the "Special Reports." It could be best carried out in the highest type of boarding school. It must be thorough and could not be cheap. Except for cost there was no difficulty in correlating the special studies of boys and girls. He looked to co-education as the only cure for the moral cancer of our public schools.

Day Boys in Secondary Schools.

Mr. P. SHAW JEFFREY gave an interesting account of the steps he had taken at Colchester for organizing day boys by houses. He pointed out the danger to discipline from the new curricula. In small schools, with a staff of, say, five, three of these were bound to be specialists, and the form master was a vanishing quantity.

Athletics in Secondary Schools.

Canon FOWLER referred to a paper he had contributed to the Association in its early days on this subject, afterwards published in a magazine, which had aroused wide interest. Since then things had not greatly changed. In boarding schools athletics and games were still the dominant factor in education; in day schools there was not enough of them, and it was difficult to arouse any interest. In order to estimate the effect on studies he had drawn up a tabular statement of the scholarships won in the last seventeen years by either class of school. The five boarding schools which headed the list—Eton, Winchester, Marlborough, Rugby, Clifton—had won 831 scholarships at the Universities. The present numbers in these schools were 3,198. The five corresponding day schools—Dulwich, Bradford, Merchant Taylors', St. Paul's—had won, in the same period, 1,062 scholarships, and the present numbers were 2,972. It must, moreover, be borne in mind that a far larger proportion of the pupils in the great boarding schools were intended for a University career than in the day schools. In the table of certificates gained under the Joint Board, furnished him by Mr. Matheson, three boarding schools—Rugby, Eton, and Marlborough—headed the list; but this list was illusory, as many schools did not send in candidates, and it was noticeable that in Honours gained Bradford stood *facile princeps*. As to the moral influence of athletics, there was almost a consensus of evidence that they did not of themselves tend to mould and strengthen character. Doubtless, if boys at Harrow and Eton who would not have to make their own living took up athletics so much the better: it would help to keep them out of mischief. He was in favour of compulsory athletics in boarding schools and also in day schools, if it were found possible to enforce them, but with two provisoes—there must be a careful separation between big and little boys, else the big boys would get all the fun and the small boys nothing but the kicks; and the punishment for cutting games must be in the hands of the masters, else there would be bullying and favouritism.

Methods of Teaching Arithmetic.

Mr. J. O. ANDREW read an able paper on this subject which cannot well be condensed and will be published in the *Transactions*. He showed that our present system of teaching arithmetic was uninteresting, unfruitful, and no preparation for the next stage. He urged that arithmetic should cover a well defined field of concrete matter, and take as its subject-matter natural phenomena. Arithmetic could not be divorced from geometry, drawing, and mensuration.

A vote of thanks to the Lord Mayor for the use of the Guildhall brought the meeeing to a close.

THE Preparatory Schools' Association is to be congratulated in having come to an arrangement with the Head Masters whereby a common examination for entrance to public schools will be held, pupils being examined at their own schools. The experiment is to be tried for two years. Thirty public schools have already given in their adhesion to the scheme.

TEACHERS' GUILD CONFERENCE.

A GENERAL CONFERENCE was held on January 12 and 13 at the City of London School. Dr. S. H. BUTCHER, Chairman of Council, presided. The first morning sitting was mainly occupied with a discussion of the Teachers' Register.

The Rev. H. W. DENNIS (Principal of the Battersea Training College) struck at starting the keynote of the discussion. A Register which was a constant cause of heartburning to four-fifths of the profession could not be deemed satisfactory. The ultimate aim of a Teachers' Register was to provide a guarantee that every professed teacher was a qualified practitioner; but the present Register excluded at the one end the University professor and at the other the unqualified private teacher on whom no compulsion was laid. Yet all must allow that an honest attempt had been made to introduce a great change without hardship. The aim for the future must be to make the Register more comprehensive—whether in one or in twenty columns was a minor consideration. The present bifurcation into Columns A and B was arbitrary and social. He was all in favour of distinguishing different grades of teaching; but secondary work must be recognized as such whether done in Ignota Street Board School or in Utopia Grammar School. As a step towards solving the difficulty, he would have Standards VI. and VII. taught only by teachers holding the Government parchment and approved for the work by H.M. inspectors. There was one real difficulty in the way of admitting elementary teachers to Column B. They had been trained at the public expense and were consequently under some obligation (ill defined at present) to give their services to the schools for which they had been trained. He should like to see this obligation definitely limited to five years. The objections raised by secondary teachers to the admission of men thus trained might be selfish, but it was not unnatural. What the Teachers' Guild demanded was equal recognition for equal qualifications.

Mr. ILIFFE dwelt on the illogicality of the present division. In the lists of Column B published in *The Journal of Education* he found teachers with no qualification at all—two sisters, for instance, who had kept a school for little boys. On the other hand, among certificated teachers who were excluded from Column B were many men who held the highest University degrees. Again, in the list of 1,600 endowed schools prepared by the Board of Education he found 158 with no scholars over ten and 1,428 with no scholars over fourteen; yet all these schools were counted as secondary. The great bulk of primary teachers would far sooner have been excluded altogether from the Register than admitted *en bloc* as an inferior class.

Mr. G. F. BRIDGE denied that any injustice was done to the primary teacher. If he was excluded from Column B, so likewise was the University teacher. We must insist that a teacher shall know the subjects he has to teach, and the lowest guarantee we can accept is a University degree. Training can never take the place of knowledge. We cannot consent to level down, though we may hope to see a levelling up.

Mr. STORR hoped that the present illogical and anomalous arrangement, for which the Registration Council were in no way responsible, would work its own cure. A yearly publication of the Register in alphabetical order is enjoined by the Order in Council, but there were no funds available to meet the cost, and the Board of Education was at length discovering that no one wanted a catalogue of 85,000 names, equalling in bulk the London Directory, and impossible to keep up to date.

Mr. H. C. BOWEN, in answer to Mr. Millar Inglis, said that the Teachers' Guild had expressed no official opinion on the burning question of Columns A and B. They were at present engaged in taking the views of all the members by questions addressed to the Branches. Personally he was in favour of the two columns; but only as a preliminary stage.

PRESIDENTIAL ADDRESS.

Sir OLIVER LODGE, at the afternoon sitting, having been introduced by Mr. A. ACLAND, the retiring President, delivered his Presidential address. His main thesis was that reform was necessary in the schools of England, and not least in the great public schools. There was no other right and feasible reform of greater magnitude and urgency, as it was in the schools of England that our officials, administrators, rulers, future teachers, pastors, and masters were being yearly trained, and the effect of that training operated like the circulation on the human body. The heart might be all right, but the brain would be defective, if the organs which assimilate food, the stomach and liver were defective. Yet these would be all right if they were supplied with proper food. At present it was as though they were fed on tinned meats kept sweet by boracic acid. The reform he spoke of was, of course, an intellectual reform, and the fault he had to find with the schools was that the majority of the boys turned out of them were ignorant. They neither possessed knowledge nor did they know how to acquire it, and they had neither interest nor respect for it. They were not ashamed of their ignorance nor were they usually aware of it. They had been put through a traditional course of disciplinary study, and were educated sufficiently for a conventional England. He did not confine his remarks to the male sex. The attention of English public schools had been devoted too exclusively to character and discipline. Their aim was to produce a healthy and vigorous body and the traditional culture to be expected of a gentleman. As training institutions the schools could be improved, and part of the power and the success of our youth when cast upon their own resources and converted into leaders of men must not be credited to any educational institution. Given a good sound and healthy Briton they had a great instrument for the world's work; give him real education as well, a knowledge of the world and the forces of Nature, and he would be far better equipped for the battle of life than any mediæval knight or ancient hero. Did he mean that instruction in science should be superposed upon what was already taught? That was not what he meant to say. He intended to say that the whole process of instruction should be overhauled, that methods should be studied and organized and made efficient, and that the work should be conducted by trained and enfranchised teachers under improved conditions. The broad features of the methods of instruction at the present time were that they were disciplinary instead of educational. The act of learning was considered more important than that which was learnt. Speaking generally, there was really no attempt made to awaken curiosity and hunger for knowledge. No attempt was made to get children to seek knowledge for themselves, and especially to glean facts from Nature itself at first hand. Every study could be made to give mental discipline; the training of the mind was even more efficient when the thing plodded over was really learnt. There was a mass of interesting and suitable material waiting to be known, and the result of mental training should not be the alert mind, but a certain amount of available knowledge. Whatever subjects were taught should be brought up to the useful point. This was something quite different from a thorough knowledge. Thus, an acquaintance with the elementary facts of physics was certainly useful, but no one would advocate a thorough knowledge of physics for the average man. Classicists made the mistakes of beginning as if all boys were destined to be scholars. In every other direction their pupils were stunted to make room for this lopsided development. This was easily illustrated by a reference to modern languages. Of all school subjects which could most easily be brought to a useful point modern languages were foremost. They could be learnt at an early age, and immediately applied to practical ends. In this country modern languages were not taught for the sake of use, but were largely utilized as a disciplinary and grammatical study. They were thus added to the burden of linguistic studies, and they gave no pleasure, assistance, or culture, and no practical result when the boys left school. It was not so in other European countries. Mr. Nansen, who had delivered lectures in Sweden, Norway, Denmark, England, France, and Germany, had told him that he had acquired his knowledge of modern languages almost entirely at school. Instead of this useful knowledge classics were in most schools taught as a dreary grind—no æsthetic sense aroused, and literature a sealed book. As Prof. Perry had said, a conventional *modicum* of Latin was acquired simply as a class password. An association for the protection of threatened interests had recently been formed, but that to him was a sign of the beginning of the end. He contended that, in spite of objections, there ought to be a smattering of a large number of things. An early outline of nearly everything could be easily acquired; but before a subject was undertaken beyond this most rudimentary stage the question should be considered as to whether it was likely that the circumstances and ability of the pupil were such as would make it reasonable to expect that he would pursue the particular subject to a useful end.

The beginnings of instruction should be properly conducted, as the incompetency of a teacher could make any subject repulsive, even mathematics. In teaching facts to the young the great aim ought to be, not discipline, but interest. He urged that teachers should arouse, then supply information or put the children in the way of acquiring it for themselves, and then test, consolidate, and systematize it. In order that a child might make proper progress he should be under an individual teacher for more than a few terms. The system that passed one child on from one teacher to another must necessarily cause a succession of intellectual interruptions and retrogressions, and this aspect of the form system, which forbade a mathematical master organizing mathematics throughout the school, was rotten. The child should be taught one subject thoroughly, but he was not prepared to say which. That must depend to some extent on the teacher and the pupil. He contended that human efficiency should be studied to the same end as the efficiency of a machine. If teaching were to be improved, the range of the curriculum could be arranged without extending the hours of study. The system in primary schools might be said to pay undivided attention to the acquisition of knowledge and little to the formation of character and development of life. Although this was just the opposite of what he had said in regard to secondary schools, yet the same general principles of reform applied to both, and before any internal reform was possible the external conditions must be improved. The status and salaries of assistant masters must be raised. For an untrained profession the public naturally show no respect, and even now that teachers were beginning to be trained they showed very little.

At what Age should Latin be begun?

Canon LYTTELTON, who opened the discussion, said he should confine his remarks to his own experience. There were advantages

peculiar to Latin as compared with modern languages, was far more difficult to make French or German a test of thought, the form of the sentences and the association of ideas were too similar to English. He had had a striking proof of the superiority of the classical side to the modern in a mixed class which he took in the Epistles. Boys translated respectively from their Greek, French, or German Testaments. When he asked what is obscure in this verse, wherein lies the difficulty, in nine cases out of ten it was the classical boy who spotted it. Again, one had to take account of boys who had had French nurses. As it was, he had great difficulty in placing such boys when they came to Haileybury, where French was one of the three languages required, and, if Latin were postponed, the difficulty would be vastly increased. Again, Latin was a literary subject, and the literary side of secondary studies in secondary schools needed strengthening. He would have no regular science teaching, but English, Latin (not neglecting Latin verse), and some handicraft. It was perhaps best to begin with French, but Latin should follow as soon as possible, say at the age of ten.

Mr. STORR regretted that the opener had not been present at Sir Oliver Lodge's address: he would have found a foeman worthy of his steel. In classical training carried to the point of ability to read a Greek or Latin author at sight he had a profound belief, but a little Latin was a dangerous thing. It created an artificial barrier between the primary and the secondary school, and with pupils who left school at fifteen or sixteen and never got beyond the stage of stumbling through a prepared chapter of Cæsar it profited nothing. Canon Lyttelton allowed that French must come first, and Mr. Storr held that a boy had no business to be learning two foreign tongues before the age of thirteen at earliest. Latin was recommended because of its difficulty, but on that score Russian had a higher claim and Bantu a higher still. The Greeks, our spiritual fathers, our masters in poetry, art, philosophy, and, some would add, science, knew no language but their own. Would they have left their monuments of universal genius had they been condemned at school to compose Egyptian prose and Scythian verse?

The CHAIRMAN quoted the testimony of Prof. Hoffmann as to the efficacy of classical studies, and referred to their growth in American schools. The virtue of Latin, he held, lay not in its difficulty, but in the unique way in which the logical order of thought was presented. The special weakness of Greek philosophy, as in Plato, and the childishness of much of Greek criticism came from their ignorance of any language but their own. At the same time, he was in favour of beginning Latin, and certainly Greek, much later than was at present the custom. Women showed how much might be done in a short time at a riper age, by concentration of study.

Then followed two interesting papers on "School Libraries," by Mr. H. C. BOWEN and Mr. G. F. DANIELL.

Supply of Teachers.

On Wednesday morning the discussion was opened by Mr. J. H. YOXALL, M.P., who dealt with the effect of registration on the supply of teachers. He was wholly in favour of registration, both as a safeguard to the public and as preventing overcrowding and unfair competition, and so attracting a better supply of candidates and probationers. But it could not be contended that the present Register had had, or was likely to have, that effect. The conditions for admission had been so varied since it was started that no one knew what exactly a registered teacher meant. He urged that the conditions should be as simple as possible, as few as possible, and as clear and inflexible as possible. Another grave flaw was that the Register had fixed an almost impassable gulf between primary and secondary teachers.

Miss MAITLAND hoped that, for the benefit of the whole teaching profession, the distinction of Columns A and B would soon be done away with.

Mr. G. F. BRIDGE denied that there was any difficulty in the way of teachers passing from primary to secondary schools.

The CHAIRMAN stated that there were at present on the Register some 4,500 teachers, and that there had been 6,800 applications; and Mr. YOXALL rejoined that this showed that only one-tenth of acting secondary teachers had applied to be registered.

Tenure.

Dr. W. H. D. ROUSE advocated an appeal against dismissal to the Board of Education, as recommended by the Joint Committee, and was supported by Mr. W. H. C. JEMMETT.

Salaries.

Miss L. FAITHFULL restated, and enforced with fresh examples, the views expressed by her in our January number. She believed that initial salaries of high school mistresses had within the last ten years fallen 10 per cent., and she showed, further, how impossible it was for a mistress to feed, board, and keep herself properly on £80 or £90 a year and have any margin over for recreation or holidays. The only remedy was to raise the fees.

A vote of thanks to the Chairman concluded the proceedings.

There was on view during the two days an Educational Exhibition, in which the principal London publishing houses took part.

(*Continued on page 174.*)

COLLEGE OF PRECEPTORS.

Lectures for Teachers

ON THE

SCIENCE, ART, & HISTORY OF EDUCATION.

The PSYCHOLOGICAL and LOGICAL FOUNDATIONS of INTELLECTUAL EDUCATION.

To be delivered by W. E. JOHNSON, M.A., Sidgwick Lecturer in Moral Science in the University of Cambridge.

The First Course of Lectures (Thirty-second Annual Series) will commence on Thursday, February 25th, at 7 p.m.

SYLLABUS.

I. Provisional definition of education as a practical science. Its dependence upon psychology. Its connection with the normative sciences of logic, æsthetics, and ethics. Education must assume general agreement with respect to the ultimate ends of life. It is a science of means, not of ends. A comparison between the lecturer's standpoint in education and the theories of Herbart. How far intellectual, æsthetic, and moral education can be distinguished. The position of so-called physical education. The practical opportunities afforded to the teacher of contributing to psychological observation. The two chief methods of obtaining particular psychological data—(i.) the introspective, (ii.) the interpretative. Range, difficulties, and connections of these two methods.

II. General analysis of mental states. The three fundamentally distinct factors—knowledge, feeling, activity. These three regarded as mutually dependent, not as antagonistic. Especially in the higher forms of mental process, action is prompted by feeling and guided by knowledge; and such action is spoken of as the manifestion of the will. Different forms and different degrees of activity. Education as mainly concerned with the control of the conscious activities of the child. Preliminary definitions of such terms as conation and purpose, interest and attention, &c.

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THE founders of the Association of Public-School ... ice Masters have every reason to be well satisfied with the results of their efforts. At the annual meeting on January 16, held in the historic hall of Westminster School (by permission of Dr. Gow), it was abundantly evident that the Association has already made its voice felt. Prof. Tilden, the President, was able to point to a number of examinations modified according to recommendations of the Association, which had been received sympathetically not only by the Universities, but by Government Departments and the Army Committee. No doubt, also as Prof. Tilden prophesied, the power and usefulness of the organization will be still greater in the future.

The opinions therefore expressed at the general meeting deserve our best attention. In view of the recent introduction of practical work into the teaching of mathematics, Mr. Thwaites, in a paper on "The Possibility of Fusing the Mathematical and Science Teaching of Public Schools," was very hopeful that a closer amalgamation may be possible between the mathematical and scientific staff than has hitherto existed. Certain matters, such as the teaching of practical mechanics and the introduction of practical measurements in the laboratory, it was suggested, should be carried out by mathematical masters, as the time of the science men is fully taken up. A further contention was that, as mathematical men have, as a rule, no experience of laboratory method, the University authorities should include a certain amount of practical physics in the Honours mathematical course.

The opinion expressed in the discussion by such authorities as Mr. C. S. Jackson (of Woolwich), Mr. W. D. Eggar (of Eton), and Mr. A. W. Siddons (of Harrow) was that it would be not at all difficult for mathematical men to undertake the work forthwith. Mr. W. C. Fletcher, of the Board of Education, pointed out that he had been able to co-ordinate the work of teaching science and mathematics when he was a head master in Liverpool. From experience, Mr. Fletcher would put the earlier stages of physics and mathematical teaching into the hands of one man. With reference to the absence of practical work from higher University examinations, Mr. Eggar mentioned how he was able to use optical formulæ when he passed, without having any clear idea as to how images were really formed, and he characterized the study of electricity without reference to laboratory work as "dreadful."

The second question entered into was that of the examination for the Oxford and Cambridge Higher Certificate. Mr. M. D. Hill, of Eton, in criticizing the biology syllabus, showed that it encouraged early specialization, and required nothing that could not be obtained from books without any acquaintance with creatures themselves. It further transpired that no practical physics was considered necessary, and Mr. W. A. Shenstone, of Clifton, pointed out faults in the chemistry syllabus. As a result, an inquiry is to be made as to the opinions of all members of the Association upon the matter, and, if necessary, the Examining Board is to be communicated with. Of very special importance at the present time is the interest which public schools are taking in Nature study, and Mr. Latter's paper dealing with this question was by no means the least suggestive part of the afternoon's proceedings. Mr. Latter showed clearly that he had rightly grasped the intention of the promoters of the pursuit in this country. It deals, he said, with all visible phenomena. Its object is to train the eye to see appreciatively, to awaken interest, and foster certain valuable habits. The matter must be determined by the season of the year and the situation of the school. An orderly sequence of lessons is not essential. Mr. Latter believes that Nature study "has come to stay," and he thinks that it should be especially encouraged in preparatory schools, and perhaps in two or three of the lowest forms in public schools. It appears that many of the latter are about to start combined entrance examinations, and Mr. Latter proposed that the preparatory-school masters should be approached with a view to obtaining some uniformity of action on their part. One of the best features of Nature study is its informality, and consequently it is not easy to set examinations by which to gauge its results. Mr. Latter, however, suggested that note-books might be sent in with a certificate from a responsible person as evidence of observational work. In the discussion, Prof. Tilden, Mr. M. D. Hill, and others had much to say in favour of Nature study as a preparation for science teaching. It has, of course, other educational bearings, as some of the speakers pointed out; it is, therefore, sincerely to be hoped that these advantages will be considered by the public-school authorities no less than the preparatory-school masters, and that they will take no heed of Prof. Armstrong's statement that Nature study is but a war cry, with the result that exact scientific measurements be alone considered at a stage when their introduction is inapt.

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THE TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND.

74 GOWER STREET, LONDON, W.C.

Chairman of Council—The Rev. the Hon. Canon E. LYTTELTON, M.A.
Hon. Treasurer—Sir GEORGE YOUNG, Bart.
General Secretary—H. B. GARROD, M.A.

For Report, &c., see page 198.]

JOINT AGENCY FOR WOMEN TEACHERS.

(Under the management of a Committee appointed by the Teachers' Guild, College of Preceptors, Headmistresses' Association, Association of Assistant Mistresses, and Private Schools' Association.)

Address—74 GOWER STREET, LONDON, W.C.
Registrar—Miss ALICE M. FOUNTAIN.

This Agency has been established for the purpose of enabling Teachers to find work without unnecessary cost. All fees have therefore been calculated on the lowest basis to cover the working expenses.

Headmistresses of Public and Private Schools and Parents requiring Teachers, or Teachers seeking appointments, are invited to apply to this Agency.

Many Graduates and Trained Teachers for Schools and Private Families; Visiting Teachers for Music, Art, and other special subjects; Foreign Teachers of various nationalities; Kindergarten and other Teachers are on the Register, and every endeavour is made to supply suitable candidates for any vacancy.

School Partnerships and Transfers are arranged.

Office hours—9.30 a.m. to 5.30 p.m. The Office is closed on Wednesdays at 1 30.

UNIVERSITY OF ST. ANDREWS.

REGISTRATION OF TEACHERS.

THE Board of Education have made the following addition to Appendix B of the Teachers' Registration Regulations:—"A certificate of the University of St. Andrews, granted under the conditions regulating the L.L.A. Diploma Examinations, and bearing *either* that the holder has obtained Honours in at least two of the subjects classed under Departments A, B, C of the L.L.A. Diploma scheme of examination; *or*, that the holder has obtained at least a pass in each of two Languages (other than English) and in Logic or Mathematics."

ASSOCIATION OF UNIVERSITY WOMEN TEACHERS.—Employers seeking Teachers, either permanent or for lecturing, coaching in special subjects, or visiting teaching, should apply to Miss GRUNER, Sec., 48 Mall Chambers, Kensington, W. Office hours, Wednesdays and Saturdays, 3 to 5 p.m.

MISS LOUISA DREWRY gives Lectures, Readings, and Lessons in English Language and Literature and kindred subjects; examines; and helps students by letter, and in her Reading Society.—143 King Henry's Road, London, N.W.

COLLEGE OF PRECEPTORS.

(Incorporated by Royal Charter.)
BLOOMSBURY SQUARE, LONDON, W.C.

DIPLOMA EXAMINATIONS.

The Examinations of Teachers for the College Diplomas are held in the first week in January and the first week in September, in London and at the following provincial Local Centres:—viz., Birmingham, Bristol, Leeds, Manchester, Newcastle-on-Tyne, and Plymouth.

The Diplomas are of three grades—Associate, Licentiate, and Fellow.

The Theory and Practice of Education is an obligatory subject for each grade.

Candidates are not required to pass in all subjects at one Examination.

Examination fee, One Guinea; the local fee at the Provincial Centres is 10s.

Persons who have passed the Examination in the Theory and Practice of Education may be examined *practically* for Certificates of *Ability to Teach.* The Practical Examination will be held in February, May, and October. The fee for the Practical Examination is One Guinea.

The following prizes are awarded:—Theory and Practice of Education, £10; Classics (Greek and Latin), £5; Mathematics, £5; Physical Science, £5; A "Doreck Scholarship," of the value of £20, to the candidate who, having attended two Courses of the Lectures for Teachers delivered at the College during the preceding twelve months, and having passed the full examination for a College Diploma, stands first in the Examination in the Theory and Practice of Education.

The Regulations for the above Examinations may be obtained on application to the Secretary. The papers set at past Examinations are printed in the College Calendars, price 2s. 6d. each, free by post.

C. R. HODGSON, B.A., *Secretary.*

LONDON MATRICULATION.

At the January Examination, 1904,

169

University Correspondence College
STUDENTS PASSED.

For those who have Failed

A Short Course for June, 1904, is provided.

Fee for all Subjects, £3. 13s. 6d., or, inclusive of all Text-books and Keys, £4. 14s. 6d.

(In a few of the subjects less commonly offered Text-books are not provided.)

For those who have Passed

Classes for Inter. Arts, Inter. Science, and Prel. Sci. commence on March 5th.

FREE GUIDES TO MATRICULATION
AND TO THE
HIGHER EXAMINATIONS,
B.Sc. and Divinity Prospectuses, POST FREE from

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(Univ. Corr. Coll. London Office),
32 Red Lion Square, Holborn, W.C.

UNIVERSITY EXAMINATION POSTAL INSTITUTION,

Manager—Mr. E. S. WEYMOUTH, M.A.,
27 SOUTHAMPTON STREET, STRAND, LONDON, W.C.

TUTORS.—Twenty-five Tutors, Graduates in very high Honours (Medallists, First Class Honours, &c.).

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CAMBRIDGE HIGHER LOCAL
AND
OXFORD HIGHER LOCAL.

Preparation also for University Examinations generally, TEACHERS' DIPLOMAS, Oxford and Cambridge Locals, College of Preceptors' Certificate Examinations, and Medical Examinations. Also for Scholarships.

Large Lending Library.

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U.E.P.I. Candidates passed the Cambridge Higher Local June, 1903, Examination, of whom 62 took either a First or a Second Class: of these 32 gained distinction. 18 Candidates passed the Oxford Higher Local July, 1903, Examination; 5 in the First Class.

Half the successful Candidates at the M.D. and M.S. London University (1903) Examinations were prepared by this Institution, including the Gold Medallists in Medicine and Surgery.

Postal Classes.—Guarantee.

Any Student who works through our ordinary course in any subject for the Oxford or Cambridge Higher Local Examination and fails can be prepared therein again without further charge.

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The Papers set at the last 20 Cambridge Higher Local Examinations in French Grammar and Composition, price 1s. net, 1s. 1d. post free; or with Answers, 2s. net, 2s. 1½d. post free. Also in Arithmetic, same prices. Also Papers (without Answers) in History, Euclid, and Algebra.

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GUIDE TO THE CAMBRIDGE HIGHER LOCAL.

Free to any Candidate for that Examination.

ALSO

NOTES ON THE REGISTER OF TEACHERS.

Sent gratis on application to the MANAGER.

For Prospectus, names of Tutors, Books written by them, and all particulars, apply to the MANAGER.

SCHOLASTIC.—Headmasters and Principals of Public and Private Schools requiring Graduates, or other well qualified English or Foreign Assistant Masters, are invited to apply to **Messrs. GRIFFITHS, SMITH, POWELL & SMITH, Tutorial Agents, (Estd. 1833), 34 Bedford Street, Strand, London,** who will introduce suitable candidates **free of any charge.** List of **Easter (1904) vacancies** in Schools will be sent to Assistant Masters on application.

ABERDARE HALL, CARDIFF.—RESIDENCE FOR WOMEN STUDENTS OF THE UNIVERSITY COLLEGE OF SOUTH WALES AND MONMOUTHSHIRE.

Principal—Miss KATE HURLBATT.

Fees £42. 10s., £36, and £32 per annum. College tuition fees £10 per annum. Scholarships of £30, £25, and Exhibitions of £10, will be awarded on the result of Scholarship Examination to be held in September. A Medical School and Department for Secondary, Elementary, and Kindergarten Training are attached to the College. Students can attend Dispensing Classes at Cardiff Infirmary. Apply to the PRINCIPAL.

THE CAMBRIDGE TRAINING COLLEGE FOR WOMEN TEACHERS.

Principal—Miss HELENA POWELL

(Newnham College, Cambridge, Historical Tripos, Class I.; late Head Mistress of the Leeds Girls' Grammar School).

This is a Residential College, providing a year's professional training for Secondary Teachers.

The Course includes preparation for the Cambridge Teachers' Certificate (Theory and Practice) and for the Teachers' Diploma of the London University. The Students attend the Cambridge University Lectures on Teaching, in addition to those of the resident and visiting Lecturers. Ample opportunity is given for practice in teaching Science, Languages, Mathematics, and other subjects in various schools in Cambridge.

Students are admitted in January and in September.

Full particulars as to qualifications for admission, scholarships, and bursaries may be obtained on application to the PRINCIPAL, Cambridge Training College.

DATCHELOR TRAINING COLLEGE FOR TEACHERS.

CAMBERWELL GROVE, S.E.

Principal—Miss RIGG.
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Other Teachers and Lecturers.

Provides a practical course of Professional Training for Teachers in Secondary Schools, with abundant opportunity for Class Teaching in the DATCHELOR (400 pupils) and other Schools.

STUDENTS PREPARED FOR THE CAMBRIDGE TEACHER'S CERTIFICATE AND LONDON TEACHING DIPLOMA.

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Also

A PREPARATORY DIVISION preparing for INTER. ARTS OR CAMPRIDGE HIGHER LOCAL EXAMINATION.

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A comfortable HALL OF RESIDENCE. Terms moderate.

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Secretary—Mr. ARTHUR G. SYMONDS, M.A.

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Principal—Miss E. LAWRENCE.

KINDERGARTEN AND SCHOOL.
Head Mistress—Miss A. YELLAND.

Students are trained for the Examinations of the National Froebel Union, and for the University of Cambridge Teachers' Examination, and Special Classes are held in subjects required for the Cambridge Higher Local Examinations.

TWO SCHOLARSHIPS of £20 each, tenable for two years at the Institute, are offered annually to Women Students who have passed one of the Examinations specified in Appendix B of the Order in Council for the Registration of Teachers.

Prospectuses and particulars regarding the Special Classes and the Scholarships can be obtained from the PRINCIPAL.

UNIVERSITY COLLEGE OF NORTH WALES, BANGOR.

(Incorporated under Royal Charter, and a Constituent College of the University of Wales.)

Principal—H. R. REICHEL, M.A., LL.D., late Fellow of All Souls College, Oxford.

DEPARTMENTS.

Subjects.	Professors.
Greek	W. Rhys Roberts, Litt.D., late Fellow of King's College, Cambridge.
Latin	E. V. Arnold, Litt. D., late Fellow of Trinity College, Cambridge.
French & German	Frederic Spencer, M.A. (Camb.), Phil. Doc. (Leipzig).
Semitic Languages	T. Witton Davies, B.A., Ph.D.
History	J. E. Lloyd, M.A., Lincoln College, Oxford.
Constitutional History	The Principal.
English Language and Literature	W. Lewis Jones, M.A., late Scholar of Queens' College, Cambridge.
Philosophy	James Gibson, M.A., late Fellow of St. John's College, Cambridge.
Mathematics	G. H. Bryan, Sc.D., F.R.S., late Fellow of Peterbouse, Cambridge.
Welsh	J. Morris Jones, M.A., late Scholar of Jesus College, Oxford.
Physics	E. Taylor Jones, D.Sc.
Chemistry	K. J. P. Orton, M.A., Ph.D., late Scholar of St. John's College, Cambridge.
Biology	R. W. Phillips, M.A. (Camb.), D.Sc. (Lond.), late Scholar of St. John's College, Cambridge.
Zoology	Philip J. White, M.B. (Edin.), F.R.S.E.
Agriculture	Thomas Winter, M.A. (Edin.), F.G.S.
Education	J. A. Green, B.A.

Inclusive Tuition Fee, £11. 1s. a year. Laboratory Fees additional on the scale of £1. 1s. per term for six hours a week.

The College Courses qualify for the degrees of the University of Wales, and include most of the Subjects for Degrees of London University in Arts and Science. Students wishing to graduate in Medicine in the Universities of Edinburgh and Glasgow can make one Annus Medicus at this College. There are special Departments for Agriculture and Electrical Engineering, a Day Training Department for men and women, and a Department for the Training of Secondary and Kindergarten Teachers.

The average cost of living (in lodgings) and tuition at Bangor for the Session (33 weeks) is from £30 to £40. A Hall of Residence for Women, under the supervision of Miss H. M. M. Lane, who is the College Lady Superintendent of Women Students, is now open. At the Entrance Scholarship Examination (which commences in September in each year) over 20 Scholarships and Exhibitions, ranging in value from £40 to £10, will be offered for competition.

For detailed information as to Courses, Entrance and other Scholarships, &c., apply to the Secretary and Registrar, J. E. LLOYD, M.A.
Bangor.

UNIVERSITY COLLEGE OF NORTH WALES.

(A Constituent College of the University of Wales.)

DEPARTMENT FOR THE TRAINING OF SECONDARY TEACHERS.

Professor of Education—J. A. GREEN, B.A. (Lond.), assisted by Miss A. N. JOHNSTON, M.A., and Mr. A. MACKIE, M.A.

Preparation is offered for the Teachers' Certificate of the University of Wales and for the Cambridge Diploma (Theoretical and Practical).

Facilities for practical Training are provided at the two County Schools in Bangor.

A Kindergarten and Preparatory School has also been established in connexion with and under the control of the Department, and a Course in preparation for the Higher Certificates of the National Froebel Union has been arranged.

Full particulars of the Courses, Fees, Scholarships, &c., may be had on application to the REGISTRAR.

UNIVERSITY COLLEGE OF SOUTH WALES AND MONMOUTHSHIRE.

Secondary Training Department for Women Teachers.

LECTURER on Education—Mrs. H. MILLICENT MACKENZIE. Assistant Lecturers—Miss HEALEY (late of the Cambridge Training College), and Miss THOMAS, B.A. Lond.

Full Course of Professional Training, especially in preparation for Intermediate or High School Teaching.

Students are admitted in October or January, and are prepared for the Examinations of the London Teachers' Diploma and the Cambridge Teachers' Certificate.

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Full Particulars may be obtained from the REGISTRAR.
University College, Cardiff.
January, 1904.

SCHOLASTIC AND TRANSFER AGENCY.

Offices: 36 Sackville Street, Piccadilly, London, W.

CONDUCTED BY
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By applying to this Agency, University men and other qualified Tutors seeking Masterships are assured timely notice of the most suitable vacancies.

There is a special department, under separate management, for the Transfer of Schools.

Partnerships arranged.
No charge of any kind made to Purchasers.

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ENTRANCE SCHOLARSHIPS of the value of from £40 to £60 a year for 3 years will be offered for competition at an Examination to be held in July, 1904.

Candidates must not be under 18 years of age, and must have passed the Matriculation Examination of the University of London. The successful candidates will be required to come into residence in October next, and to read for a Degree in Arts or Science. Entrance forms and full particulars may be obtained from the Secretary, Miss S. M. SMEE.

STEMPEL'S

SCIENTIFIC PHYSICAL TRAINING INSTITUTE, GYMNASIUM, and ACADEMY OF FENCING.



Under the Patronage of the leading Physicians and Surgeons in London. Established 1883. 21st Season.
75 ALBANY STREET, REGENT'S PARK, LONDON, N.W
The most perfect, best equipped and appointed Gymnasium in England.

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(Member Académie d'Armes de Londres).
Assisted by—
The Misses STEMPEL, M.G.T.I.,
Mr. A. F. STEMPEL, M.G.T.I.
(Membre Académie d'Armes de Londres),
and BEST LONDON MASTERS.

Lady Students are trained in practical work (all Branches), in the **English, Swedish,** and **German Systems,** to teach in a scientific manner **Drilling Physical Culture, Gymnastics,** and **Fencing.** Great opportunity for Class Teaching is offered in the regular Classes at the Gymnasium.

Students may enter at any time.

Diplomas granted after completion of Training, according to merit.

Terms: See "Teachers' Training Prospectus."

Engagements: Mr. Stempel has numerous inquiries from Principals of Schools and Colleges for Teachers who have trained under him.

Coaching Lessons given to Teachers in **any subjects,** either for Examination or Engagements.

The Institution is open throughout the year.

Classes are held for **Ladies, Lady Fencing, Juveniles, Boys,** and **Gentlemen.** Also **Remedial Classes** for the Treatment of Infirmity and Physical Deformities. See "General Prospectus."

Large Depôt of Gym. Apparatus and Parisian Fencing Requisites is attached to above Gymnasium. Several hundred Gymnasia fitted up in Great Britain. Ask for Illustrated Catalogue.

University Tutorial College.

Day and Evening Classes

FOR THE EXAMINATIONS OF THE UNIVERSITY OF LONDON,

SUITABLE FOR CANDIDATES WHO ENTERED FOR

MATRICULATION IN JAN., 1904.

On the Official Pass Lists for last year University Tutorial College was credited with more than twice as many passes as any other Institution.

For STUDENTS who have PASSED MATRICULATION and intend to proceed in MEDICINE.

Preliminary Scientific (M.B.).

Day Classes.

Class for July Prel. Sci.

Day Classes for the July Prel. Sci. Examination, extending over two terms, are just commencing, and terminate Friday, July 8th, 1904. This Class includes a complete Revision Course during the last month.

FEES:—All subjects, £15. 15s.; Chemistry and Physics, £10. 10s.; Biology, £9. 9s. *Material in Biology*, £1. 1s.

Evening Classes are also held.

For STUDENTS who have PASSED MATRICULATION and intend to proceed in ARTS or SCIENCE.

Introductory Day Classes

FOR

Inter. Arts and Science.

Introductory Day Classes in all subjects for Inter. Science, and in Classics and Mathematics for Inter. Arts, are just commencing. These Classes will cover the groundwork of the Intermediate Syllabus in a thorough manner, and will be found a helpful preparation alike for Internal and External Students, who can thus profitably employ their time before the regular Session commences in October.

FEES:—**Inter. Science:** Any four subjects, £7. 17s. 6d. *Material in Chemistry, Zoology, or Botany*, 10s. 6d. *per subject.*

Inter. Arts: Classics and Mathematics, £5. 15s. 6d.

During the last two years **120** *students of University Tutorial College have passed the Intermediate Examinations, with* **17** *places in Honours.*

For STUDENTS who have NOT PASSED MATRICULATION.

Day Classes for Matriculation.

Annually, for the last six years, nearly **100** *students of University Tutorial College have passed London Matriculation.*

Morning and Afternoon Classes in preparation for the June and September Matriculation Examination of the University of London meet daily (Saturdays excepted).

In the Compulsory Subjects and the more important Optional Subjects, the Morning Class is divided into a Senior and a Junior Section. These Sections work simultaneously, so that a student who attends the Senior Section in his stronger subjects may, at another time, pay special attention to a weak subject in the Junior Section. The Lectures are supplemented by Exercise Classes and frequent Test Examinations, and a strict record is kept of each student's progress. Separate subjects may be taken up in the Afternoon Class, but not in the Morning Class.

FEES.—*June Examination.* Course commencing after the publication of the January list and terminating June 10th, 1904—Morning Class, £11. 11s.; Afternoon Classes, £9. 9s.

A Morning Class for Ladies

is also held.

FEE.—Course from January to June, including the Revision Course during the last three weeks, £11. 11s.

Evening Classes

are also held.

The Vice-Principal may be seen daily from 2 to 5, and at other times by appointment. All communications should be addressed to—

THE VICE-PRINCIPAL, UNIVERSITY TUTORIAL COLLEGE, Red Lion Square, Holborn.

Scholastic, Clerical, and Medical Association, Limited.

(ESTABLISHED 1880.)

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Telegraphic Address: "TRIFORM, LONDON."
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Manager of the Scholastic Department:

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1. SCHOOL TRANSFER.—First-class Boarding School for Girls in favourite inland health resort. Excellent premises, having accommodation for 40 Boarders. Average net profit about £900. 2½ years' purchase required for goodwill.

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3. SCHOOL TRANSFER.—Nucleus of select Boarding School for Girls in favourite health resort on the S.E. Coast. Rent £150. A few Boarders to be transferred by capitation fee.

4. SCHOOL TRANSFER.—Day School for Girls at pleasant seaside resort in the West of England. 21 Pupils. Recognized by Board of Education. Receipts (including fees of two boarders) £500. Rent £80. Premium for goodwill £100.

5. SCHOOL TRANSFER.—Small Day and Boarding School for Girls in the N.W. of England. 3 Boarders, 13 Day Pupils. Receipts £300. Rent £45. Moderate premium for transfer of Pupils.

6. FOR TRANSFER.—A high-class School of Music in one of the Home Counties, producing a clear net profit of £300 per annum.

7. WANTED TO PURCHASE.—A Lady, a Registered Teacher, wishes to hear of a Day and Boarding School for Girls, near Liverpool or near London, for Transfer. Can invest £800.

8. WANTED TO PURCHASE.—A Lady with a good connexion wishes to acquire the nucleus of a good Boarding School in the South of England. Can invest £2,000.

Further particulars as to these and other School Transfers may be obtained from the Manager, 22 Craven Street, Strand.

BEDFORD COLLEGE FOR WOMEN
(UNIVERSITY OF LONDON),
YORK PLACE, BAKER STREET, W.
ENTRANCE SCHOLARSHIPS.

Two Entrance Scholarships, each tenable for three years at Bedford College for Women, will be offered for competition in June, 1904 :—
Reid Scholarship in Arts, annual value £31. 10s.
Pfeiffer Scholarship in Science, annual value £48.
Full particulars on application to the PRINCIPAL.

BEDFORD COLLEGE FOR WOMEN
(UNIVERSITY OF LONDON),
YORK PLACE, BAKER STREET, W.
DEPARTMENT FOR PROFESSIONAL TRAINING IN TEACHING.

Head of the Department—Miss H. ROBERTSON, B.A.

Students are admitted to the Training Course in October and January.
The Course includes full preparation for the Examinations for the Teaching Diplomas granted by the Universities of London and Cambridge, held annually in December.
A Course of Lectures on School Hygiene is held on Saturday Mornings.
Full particulars on application to Miss ROBERTSON.

MADAME
BERGMAN ÖSTERBERG'S
PHYSICAL TRAINING COLLEGE,
DARTFORD HEATH, KENT,
FOR RESIDENT STUDENTS.

The College, the first of its kind in England, was opened in 1885, with the view of training as Teachers of Scientific Physical Education educated women whose aim is: to spread the knowledge of Physiology, Anatomy, Hygiene, and Anthropometry; to teach Gymnastics (Ling's Swedish System), Dancing, and outdoor Games (Lawn Tennis, Cricket, Hockey, Basket-Ball, &c.) in Girls' Schools and Colleges; and to give Medical Gymnastics under professional superintendence.
The Course of Training, conducted by a large and competent staff of teachers, extends over two years. At the end of the Course, examinations are held and certificates of theoretical knowledge and practical efficiency in teaching are awarded to successful students.
The College is situated on very high ground, gravel soil, on the confines of an extensive heath, half an hour from town. It stands in its own fine grounds of fourteen acres, which contain an Out-door Gymnasium, Running Track, Cricket and Hockey Grounds, Lawn Tennis Courts. The Indoor Gymnasium, 70 ft. by 35 ft., lofty and well ventilated, is fitted up in the most perfect style, all the apparatus having been designed and executed in Stockholm. The demand for thoroughly trained Gymnastic Teachers is on the increase, and Students of this College are invariably engaged before their training is completed.
Hundreds of posts have been obtained through this College, a list of which is to be found in the Prospectus.
Students admitted in January.
For particulars apply The SECRETARY.

MADAME
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Ling's Swedish System.

Aim of the Union: To advance the cause of Physical Education on scientific lines.
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ST. MARY'S COLLEGE,
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TRAINING COLLEGE
(attached to High School and Kindergarten).
Recognized by the Board of Education as a Training College for Secondary Teachers.

Principal—
Miss J. L. LATHAM,
Girton College, Cambridge, Mathematical Tripos, Class II., Oxford University Diploma in Teaching.

Students prepared for the London or Cambridge Teacher's Diploma.
Practice in Secondary and Board Schools.
All London advantages. Hostel for Students at 32 Warrington Crescent, W.

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Fees Sixty Guineas per annum.
Apply—PRINCIPAL.

MESSRS. GABBITAS, THRING, & CO.
(ESTABLISHED 1873.)
TRANSFER AND PARTNERSHIP DEPARTMENT.
Telegrams—"Gabbitas, London."

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THE Principal of a very old-established and successful Boarding School for Daughters of Gentleman, with most attractive Premises built specially for the purposes of the School, and excellent Playing Fields, &c., contemplates retirement, having realized a handsome competence. The Premises, which are the property of the Vendor, can be sold, or possibly might be let to a substantial Purchaser of the goodwill, &c., at about £1,050 per annum. The net profits are certified by a well known firm of Accountants as amounting to over £2,600 per annum, after allowing for the above rental. The very moderate sum of £5,000 would be accepted for the goodwill; School furniture, fixtures, &c., to be taken at a fair valuation. The opportunity is one which can be unreservedly recommended, especially to two or more Ladies possessing capital, good social position, and educational experience.

2.—No. 3,588.
THE Senior Principal of a most successful Finishing School of the highest class in the West End of London proposes to retire, and, to facilitate this, wishes to receive a third PARTNER who will gradually purchase her share and continue the School with her present Junior Partner. A Candidate must be a Lady by birth and education, with a good manner, tact, and experience with Pupils of the Upper Classes, and able to take a prominent part in the teaching of the School. The School has steadily increased. Average receipts £3,299; average net profit £1,397 per annum. A liberal arrangement will be made with a duly-qualified Candidate, who must be able to invest a minimum of £500 in cash.

3.—No. 3,537.
THE Principal, who has been known to us for many years, of a Boarding and Day School for Gentlemen's Daughters in a fashionable and healthy suburb of London wishes to TRANSFER her School, having made a comfortable competence. The premises, which we have personally inspected, stand high and comprise 8 reception-rooms, 16 bedrooms, &c., with gardens. At present 14 Boarders and 6 Day Pupils and Day Boarders at high fees. Receipts £1,864, and net profits average £254 per annum. A reasonable capitation fee upon Pupils transferred would be accepted for the goodwill, the school furniture and fixtures to be purchased at the usual valuation. The School is old-established and enjoys a high reputation.

4.—No. 3,573.
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OCCASIONAL NOTES.

THE Government has certainly been unfortunate in its Education Acts. The Act of 1902 introduced a new principle into local government by laying upon the Local Authority the duty of co-opting experts upon its Education Committee. The London Act was conceived in the spirit of the principal Act; but the London County Council flouts the notion and produces a scheme for the formation of an Education Committee consisting entirely of its own members, with the exception of the temporary inclusion of members of the late School Board—a duty enforced by the Act—and the statutory inclusion of women. The idea that a Committee of a Local Authority should co-opt "expert" members is certainly a good one. And it is all the more disappointing that London should have rejected the plan, seeing that its own Technical Education Board had set the example, acting under no compulsion, of including co-opted members to represent certain educational interests. The difficulties in London may be great, owing to the large number of bodies claiming representation; and to some extent the Council is justified in arguing that men with knowledge of all educational interests can be found amongst its own members. But we hold strongly that such important bodies as the University of London, the City and Guilds, and the City Parochial Trustees ought to have been granted representation.

The London Committee.

FOR the moment the London scheme is awaiting approval by the Board of Education, and it is quite likely that the new Council, after the elections of this month, may be asked to make amendments. With regard to the inclusion of acting teachers we do not feel, so strongly as many do, that such a policy is important. An Asylum Board does not co-opt a doctor learned in lunacy—it retains him to advise and pays a fee. A Highway Board has its salaried expert, just as a Sanitary Board or any other public body. It is only in education, and only because teachers are so modest and so little versed in worldly wisdom, that experts offer their services for nothing. But even here things are changing, and more than one Education Committee is now offering a fee high enough to secure the best educational advice. It is not that the administrator distrusts the expert. The value of expert knowledge and criticism is recognized and asked for. But the administrator does appear to shrink from giving the schoolmaster a vote. And there is little to regret in this feeling if the educational expert is consulted and his advice followed.

Teacher Representatives.

SIR OLIVER LODGE has given in full, in the *Contemporary Review* for February, his Presidential Address to the Teachers' Guild which we reported briefly in our last issue. With the general tenour of his suggestions on school reform—his thesis that whatever subjects are studied should be pursued up to a useful point and that *one* subject should be taught thoroughly up to the capacity of the pupil to receive it, and his protest against bringing all grist to the classical mill—we are in hearty sympathy. What we miss in the address is any recognition of the undoubted progress both in methods and in curriculum that our secondary schools have made and are making. Take, for instance, modern languages. There is lee way to be made up, Heaven knows, but it is neither helpful nor true to talk of "the hopeless incompetence of our English youth," and to state that French and German "are taught as are the dead languages." Again, the question of form teaching *versus* class teaching cannot be disposed of by an *ipse dixit;* and the thesis that in teaching the thing to aim at is interest, not discipline—thus baldly stated—is as misleading as the paradox that all sin is ignorance. "I see no reason why an idea of the Hebrew or any other alphabet should not be inculcated" is surely an instance (to quote again) of "the litter which is able to say that John of Gaunt founded the Colonies in the reign of William the Third."

Sir Oliver Lodge on School Reform.

THE ignorant utilitarian attack on German as a school and University subject which we noticed in our last two numbers has been sufficiently repelled, nowhere more effectively than in a leading article in the *Morning Post*, but a new point is there raised which deserves consideration. "Every language acquired is a new faculty, and the man to-day who lacks one of the five necessary languages—English, Latin, Greek, French, and German—is at a disadvantage analogous to that of the man who lacks one of the five senses." Therefore, it is argued, the great public schools are bound to teach all five languages, and every pupil who leaves at the age of eighteen can and should have acquired a competent knowledge of all five. "The preparatory school gives boys by the time they are fourteen a good grounding in Latin, Greek, and French. [What of English?] Two hours a week, or, with preparation, three hours a week, will in three years give a boy a complete mastery of German accidence and syntax and complete certainty in translation and composition." We rub our eyes. The writer of the article is assuredly not a public-school master, nor can he have ever taken part in such an examination as the London Matriculation. With a clever boy who has a turn for languages such results are possible, though but rarely achieved. For the average boy they are unachievable under any system, and the attempt to impose

German in Public Schools.

four foreign languages would result at best in a mattering of all four. On the modern side two languages are enough, and we hold that one of them should be German. Even on the classical side below the highest form three languages are quite sufficient, and we hope before long to see German made an alternative with Greek.

MR. OSCAR BROWNING gave before the Metropolitan Board Teachers' Association an account of the Cambridge Day Training College, of which he is the Principal. Some of his audience were inclined to mock at the Panglossian description of the best of all possible colleges in the best of all possible Universities, but the significance of the figures he quoted cannot be disputed. Of the fourteen students who took their degree last June ten went out in Honours, and among them were a high Wrangler and a double First in Science. On the professional side all but one obtained First Classes in the Board of Education Certificate Examination. All of these had started life as pupil-teachers. Mr. Browning bore emphatic testimony to the advantage of training together primary and secondary teachers. "The secondary students become acquainted with primary methods, and the primary students obtain something of the culture and the wide outlook of the secondary student. Nothing would induce us to alter the joint system." It is only when we come to the question of expense that it is apparent that, however perfect the Cambridge training, it can be open only to the favoured few. "A non-collegiate student can live for £75 a year. The cost of belonging to a college is higher, £110 or £120." Nearly all do join a college, and Mr. Browning rightly judges that an unattached student reaps only half the benefit of University life. Why it should cost a student £50 more a year to live in college than in lodgings is an anomaly which has never been satisfactorily explained.

Cambridge Day Training College.

AS a corrective to Mr. Browning's optimism there comes to us a pamphlet by Prof. Adamson entitled "Our Defective System of Training Teachers." The main point there insisted on is the necessity for the separation of the technical and general education of the future teacher, in favour of which he adduces overwhelming evidence from Germany and Switzerland. For the primary teacher he shows how, by a slight modification of the Regulations, this reform might be immediately effected. A well taught pupil-teacher should find no difficulty in passing the London Matriculation at sixteen or seventeen; he would then be prepared to pass the Intermediate at eighteen or nineteen, and enter for his last year the training college, which, in the not distant future, will limit itself to its proper business of training. For the secondary teacher the problem is even simpler. He must, after taking his degree, give a year to training, and, to persuade him to do so, his prospects must be improved. On this necessary condition all are (in theory) agreed. Not the least valuable point in Prof. Adamson's *brochure* is his warning against making student-teachership a soft option. With the ideal German *Seminar* he contrasts the proposals of the Head Masters, who suggest that the intending teacher might, as an undergraduate, take a class in a Sunday school, or that the "recognized" school might engage the services of a peripatetic master of method to give an occasional "look in."

A more Excellent Way.

IN our judgment those who believe in the value of the Greek language as a means of education may freely welcome the recent vote at Oxford, by which, when it is incorporated in a statute, candidates for honours in Natural Science or Mathematics are relieved from the necessity of taking Greek for Responsions. Surely the study of the Greek literature will spring forward with fresh life relieved from the dead weight of those who cram up a compulsory minimum. The right argument is that no study is made real or effective by means of legislation. It is impossible to uphold the view that the natural science scholar who unwillingly learnt a bare smattering of Greek in order to qualify for entrance to the University was thereby the recipient of Greek culture. We do not think there is any danger that the study of this language will be neglected; but to impose an elementary knowledge of its accidence on all students is a survival of mediævalism. Oxford—though by a very narrow vote—has taken a great step forward. Some day it may become a "free" University, where a man can study what he likes and how he likes. The Thirty-nine Articles are gone: attempts to shackle freedom of study must go too.

Greek at Oxford.

IT is a natural result of the views for which Mr. Chamberlain is considered to stand—views which touch the imagination—that an attempt should be made to capture the schools, both primary and secondary, as a recruiting field for the Imperial idea. A banquet presided over by Lord Grey and attended by many notabilities, including several "Conference" head masters, is the obvious step to bring the movement into prominence. The main object of the League of the Empire is "to inspire personal and active interest in the Empire as a whole, and to promote educational and friendly intercommunication between its different parts." From the after-dinner speeches, turned into cold prose, we gather that every teacher is to make the geography of the Empire the central subject of instruction, and that, to gild the pill, he may borrow lantern-slides from the League. Truly, we teachers no longer suffer from the neglect of past years. Advice from all sides is showered upon us. Now we have the patronage of the truly great, and we learn (in the weighty words of the *Times*) that our duty is to implant "in future citizens of the Empire a sound knowledge of all that the Empire implies and a truly Imperialist patriotism."

The League of the Empire.

WHETHER the suggestion that Paulines should lose their Saturday whole holiday leaked out through indiscretion; or whether the rumour was purposely set afloat to try the temper of parents, we cannot say. But the correspondence columns of the daily press were weighty enough to give the Governors reasons for rejecting the proposal, had they ever seriously entertained it. St. Paul's is a working school—that we all know; and it may be possible that some boys, some masters, and some parents think a whole holiday once a week to be a mistake. We are quite sure the majority think otherwise, and would deem the Saturday freedom ill met by the compulsory imposition of gymnastics. In a boarding school a whole holiday may be a nuisance. In a London day school a half-holiday is a worthless boon. Quite enough intellectual work can be done in five days a week. Sunday is scarcely to be accounted a holiday. The Saturday should, and will, we trust, remain free—free from the morning scurry to catch a train, free from the railway journey, free from evening preparation; free for games, recreation, or study, according to the taste of the boy. A head master is after all a limited monarch, and even Mr. Walker has discovered that he cannot make a *coup d'état* in the teeth of his whole staff and the overwhelming majority of his pupils' parents.

Saturday Whole Holiday.

IT is a commonplace to say that, as regards secondary education, the tuition fee, apart from endowments and grants of public money, does not cover expenses. A boarding school may be made to pay because parents will give, under the guise of boarding fees, a sum that they would refuse as fees for education. Yet we find that the Girls' Public Day School Company has declared a dividend of 4 per cent. Of course, this is nothing more than a reasonable interest on borrowed capital, and does not really represent a profit from a commercial point of view. But the fact remains that this group of schools, well managed and giving a thoroughly sound education, does exist upon the fees paid by parents. How is it done? We fear there can be but one reply, and that is the comparatively low scale of salaries paid to women. Recently advertisements were issued for a head master and a head mistress respectively of two schools—both of exactly the same type, drawing pupils from the same class of parents: each had, roughly, the same number of pupils. The head master was offered £250 with £2 capitation; the head mistress £150 with 10s. capitation. Women will not allow this glaring inequality to exist much longer.

The Cheaper Vessel.

SIR EDWARD FRY has again consented to act as chairman of the Joint Conference on Tenure in Secondary Schools, which will have been held before this note appears. The earlier sessions held before Christmas resulted in a joint expression of opinion with regard to appointment, dismissal, and appeal. We understand that the Conference has now before it the questions of salaries, age of retirement, and pensions. There is a further duty that we hope will not be omitted—and that is to draft a memorandum of agreement between the governing body and the assistant master. To draft such a memorandum in accordance with the resolutions that have been passed ought not to prove an impossible task. When the Conference has completed its labours it will have to convince the Board of Education of the reasonableness of its proposals. This, again, should not prove a difficult undertaking. The approval of the Board once gained, that of governing bodies and Local Authorities will follow. As to superannuation and pensions, it should not pass the wit of the Conference to devise some general scheme; but to fix a common rate of salaries appears to us an insoluble problem—the conditions are too various and complicated.

The Tenure Conference.

THE King's Speech contained no allusion to education either in England or in Wales. This is a disappointment to many who expected a hint of amendment as to England, and perhaps more than a hint as to the way the Government propose to deal with the deadlock in Wales. The latest letter from the Board of Education to the County Council of Carmarthenshire intimates that the grievances raised by the non-provided schools of the county are sufficiently serious to call for an inquiry. In answer to this letter, which requested an early reply, the Council decided, in view of the March elections, that the correspondence should be "laid upon the table." We wonder what the Board will say to this treatment of its legitimate demands—whether it will resent the calm way in which the existing Council has passed the burden on to the shoulders of its successor; or whether the Board will admit the fairness of waiting to learn what the elections will bring forth. Seeing how near the elections are, it will probably be wise to say nothing until the new Council shows its hand. The pity is that in the meantime the plaintiff schools find a real difficulty in keeping their doors open and in paying their way. It would seem but a short-sighted action on the part of the Board to let the schools suffer.

The Government and Education.

THERE does not seem any ground for arguing that the March elections in Wales will result in Councils prepared loyally to administer the Act. So much misleading talk has been uttered that the less educated elector may have felt that he is emulating Pym and Hampden, and fighting for his political and religious liberty. But recently two Authorities have taken counsel's opinion, and the hardest-headed elector can no longer be in doubt. An Act legally passed by the people's representatives lays certain duties on Local Authorities. No Local Authority has a legal right to refuse to carry out the provisions of the Act, though it may do its utmost to get that Act amended. The recalcitrant Welsh authorities are causing trouble even in the provided schools; for the postponement of the "appointed day" has brought it about that some of the School Boards are practically defunct and without funds before the new Authority is ready to take over the schools. The position is serious, and it seems that the Board of Education must take immediate steps to save the schools. To wait till an amending Act is passed would be cruel both to children and to teachers.

Illegality.

AMENDMENT to the Act of 1902 is bound to come, and it will come upon the lines suggested in Mr. Lloyd-George's amendment to the Address, which eventually was not moved. It is now generally recognized that the Local Authority must have complete control of all schools, and that the present unfortunate distinction between provided and non-provided schools must be abolished. This will involve the abolition of all religious tests applied to the appointment of teachers. In view of our unhappy religious differences, no other solution seems possible. This does not mean that religion, so far as it is included in the phrase "right conduct," will cease to be taught. Nor does it mean, as so many hot-headed opponents delight to assume, that all teachers will be irreligious men. The presumption is that the schoolmaster is better, not worse, than the parent, and to subject him to religious tests is to encourage him in hypocrisy, but does not give him a religious mind. The children will be taught as well as heretofore in the principles of right conduct. For doctrinal teaching each religious body must make itself responsible.

No Tests.

THE agitation started by the Free Church Council and fanned by the action of the Welsh Counties has brought about a very general—though we cannot say entire—agreement on the points of public control and religious tests. It is now very generally admitted that the Churches must see to the teaching of their own dogmas. That is to say, there seems to be, so far as we can interpret signs, a willingness to admit the "right of entry." The parson or the minister or the priest may enter the school and have granted to him facilities for teaching religion to the children of those parents who desire his teaching. The discussion has now centred round the comparatively minor point as to whether this religious instruction shall be given inside or outside the school time-table. For ourselves we have no hesitation in saying that it should be given between the hours of nine and ten in the mornings. The regulations demand two hours as an "attendance": these are naturally the hours from ten to noon. Allowing fifteen minutes for

Inside or Out.

the marking of the register, a good half-hour can be found each morning for religious instruction, and that ought to suffice. This is practically within school hours, though not technically so.

BUT, if all public elementary schools are to be put upon an equal footing, it will clearly become the duty of the Churches to provide religious instruction in all schools alike, whether provided or non-provided. It has always surprised us in the past that great bodies like the Church of England and the National Society, while eloquent enough as to the duty of teaching religion in voluntary schools, do not seem to have made any special effort to secure religious instruction in Board schools. In order to make dogmatic religious instruction a compulsory part of the time-table the Cowper-Temple clause must be repealed. Well, it can be repealed if necessary—though such action would be difficult. We see no need for a repeal of the clause, and we would have the Churches provide for the religious teaching of children in all schools, either in the school building itself or elsewhere, as might prove most convenient—provided always that the children could reach school ten minutes before the hour for opening. So long as the dogmatic teaching is technically outside the time-table, and so long as parents have the right of withdrawing their children, the Cowper-Temple compromise would not be upset.

The Duty of the Churches.

IF by a Catholic University is meant an institution where all, or even a part, of the professors are subjected to a religious test, then we are opposed to a Catholic University for Ireland. King's College, London, has been the last institution in England of University rank to retain these shackles, and we breathe a sigh of relief now they are shaken off. A University should be a place where thought and investigation are free. A Protestant University is an anachronism no less than a Catholic one. There is the additional drawback, in a University devoted to one school of thought, that all its undergraduates have been brought up in the same views. A University education does not reach its full benefit unless it enables a student to bring himself into contact with a variety of lines of thought. For these reasons we should strongly oppose the establishment of any sectional University. Apart from these reasons we see no ground at all for withholding from Catholic institutions the financial support that may be given to others. Protestants and Catholics are equally the King's subjects.

A Catholic University.

THE tone adopted by Mr. Chamberlain in addressing the Court of Governors of Birmingham University is one that appeals to Englishmen and rouses enthusiasm. He was able to report a year's steady increase in work, in buildings, and in income. The last is not, of course, yet large enough to meet the needs of a great University. More funds are wanted, and Mr. Chamberlain was right in stating clearly the duty of the neighbouring counties; for students at the University do not come from the town of Birmingham alone, but also from the counties near. Worcestershire and Staffordshire give a donation, trifling though it be; but Warwickshire has not so far voted any grant. The point in Mr. Chamberlain's address that seemed especially valuable just now was the appeal he made to individuals and to localities. There is too great a tendency to argue that such and such a piece of work is of national importance, and that therefore the nation must support it out of Imperial taxation. But what we support out of Imperial taxation we know and care little about: when we put our hands in our pockets for some special object that is before our eyes, then there is proof of a spirit of interest that will ensure the success of that object. To turn it over to the Government is but a sign of indifference.

Universities and Local Effort.

SIR RICHARD JEBB argues that English people will have denominational schools, because education ought first and foremost to aim at forming character; and that religious teaching as the deepest influence upon character is fundamental to education. This is all correct; but it would seem a fair inference that in Board Schools there is no real education. Here lies the dilemma that speakers on behalf of denominational schools refuse to face. If character is the first aim—and we fully endorse this view—and if character can be best evolved by definite religious teaching, how comes it that the religious bodies have acquiesced in the absence of dogmatic teaching in Board schools? How is it we hear so little of the grievance of the parent who is a Churchman but who lives in a School Board area. The Church of England, while fighting for its denominational schools, has neglected its duty as a national Church. Its clergy ought to have organized religious instruction for the children of parents who are members of their congregations. In France the Roman Catholic clergy do this: they provide dogmatic instruction twice a week (Thursdays and Sundays) for children attending the State schools. Where there is not a denominational school, there also the clergy have a duty to the children.

The Church and Board Schools.

IT seems that the schools of the London Board will be handed over to the new Education Authority with a very serious insufficiency of teachers. The dearth is most marked in regard to women teachers. This is natural. A large number of men will make some sacrifice to get to London—to the centre of activities. Women seem more inclined to stay near home. But it seems to us that the London Board has traded too long upon the desire of the teacher to get to London. The case is paralleled by the scandalous action of certain governing bodies of secondary schools who offer starvation wages, on the ground that the teacher lives at home and that, therefore, she has few expenses. It is a fact that London offers a lower scale of remuneration for the first ten years' service than any suburban Authority save one. The salaries in London ought to be higher than in the suburbs. There is the railway ticket to be considered, and the time spent in the daily journey; the additional expense of a midday meal, and the inconvenience of a long day away from home. For women teachers the initial salary ought to be raised, as the present scale does not attract enough candidates. The maximum after years of service offers little inducement; for most women will marry or leave the profession long before they are forty years of age.

The Dearth of Teachers.

THE Royal Society after a period of incubation lasting over twelve months has issued a very weighty appeal to Universities urging them to influence the teaching of science in public schools. The keynote of the memorial may be evidenced by two short quotations—"It remains substantially true that the public schools have devised for themselves no adequate way of assimilating into their system of education the principles and methods of science"; and: "The result of the existing system is usually to place the supreme control

Science in Public Schools.

of a public school in the hands of a head master who has little knowledge of the scientific side of education." Thus is the voice of Prof. Armstrong, crying aloud in what seemed to be a wilderness, justified. At present the teaching of science is a thing somewhat apart. In many schools, even in public schools, it is good and well equipped. What the Royal Society urges is not that more hours a week should be given to laboratory work, but that the scientific spirit of investigation and observation should permeate all sides of the school work. Towards promoting such a reform the Universities have undoubted influence by means of their scholarship examinations. The object ought not to be to separate the humanist from the scientist, but to see that all boys get some training in what is best in both schools combined. At present the humanist is apt to lack scientific method, and the scientist to lend a deaf ear to the charms of art and culture.

Junior Teachers' Diploma.

THE University of London has before it a proposal from the Association of Head Mistresses for instituting a Junior Teachers' Diploma. They urge that there is a large class of intending teachers of young children—mainly women—for whom no existing scheme of examination is altogether satisfactory, and they hold that from such teachers there should be demanded lower academic qualifications and a longer period of training. As to the first demand, we may remark that it is already satisfied by the diplomas of the University of Cambridge, to say nothing of the certificates of the College of Preceptors, and of the Froebel Union. As to the proposal as a whole, we hope that the University of London will think twice before departing from the axiom that it has hitherto accepted, that training must be post-graduate. There must, of course, be distinctions of rank among secondary teachers, but to differentiate them according to the age of the pupils they teach seems to us an unscientific division. It would mean relegating Pestalozzi and Froebel as junior teachers to an inferior class below Dr. Keate and Bishop Wordsworth.

A Hard Case.

THERE has been brought to our notice a singularly hard case of dismissal, as to the facts of which there is no dispute. Wallingford has, or rather had, a boys' and a girls' grammar school, both under the same Board of Governors. Pressed by financial difficulties, the Governors, last June, made an application to the Berks County Council to take over the schools, and in October it was determined that the two schools should be reorganized and worked as a mixed school under a head master. This step was recommended by the Board of Education, and we have no reason to doubt that it was a wise one; but the hardship of the dismissed head mistress is none the less. Miss Nugent has held that post since 1890; she has increased the numbers nearly fourfold; she has the very highest testimonials both from the chairman of the Governors and from the Board of Education inspector. It was the inefficiency of the boys' school that occasioned the change; yet, if we are rightly informed, the late head master has been promised a pension, while the head mistress, in answer to an application for compensation for disturbance of tenure, has been informed by the County Council that they can do nothing because she was not their servant, and by the Governors that they would gladly do something but have no funds. The 1902 Act in the case of elementary teachers distinctly provides for such cases, and we do not see why secondary teachers should fare worse; yet the Board of Education, while sympathizing with Miss Nugent's case, regrets that it has no power to help her.

HOW TO INTRODUCE THE "REFORMED METHOD" IN ENGLISH SCHOOLS.

By M. P. ANDREWS.

I.

THERE are probably many head masters and head mistresses who would gladly see modern languages taught in their schools on the Reform lines, but hesitate to take any steps in this direction partly because they feel that their modern language teacher or staff has not been specially trained for this sort of work, partly because they feel that they themselves, though convinced of the advantages of the methods in question, are not in a position to supervise, guide, and direct the introduction of such methods or to know what a teacher working on these lines may reasonably look for—in the matter of time, apparatus, &c., if he is to hope for success in his work.

The following remarks are written with the curriculum and conditions of a grammar school chiefly in mind, but it is hoped that they may furnish some suggestions of practical value for other schools also.

It is indeed difficult to solve the problem of equipment in the case of the modern language teacher who is already at work on the old lines, who is without conversational knowledge of the foreign language, and whose salary does not permit him to go abroad. It is to be hoped, and especially in the interests of such modern language teachers, that the Municipal Authorities will devote a portion of the rate for secondary education to the establishment of small scholarships, open to men and women already engaged in teaching, to enable them to increase their knowledge of their particular subject, be that subject what it may, or to enable them to avail themselves of holiday training courses. Some of the County Councils have already set an excellent example in this direction.

A £15 or £20 note would go far to help a teacher to study on the Continent during a summer holiday. Where schools are under governing bodies and remain independent of the Municipal Authorities, it might be pointed out that, if each governor devoted a small portion of his private charity to a fund for this purpose, he would be doing much towards bringing up the efficiency of the school.

In England a master is supposed to be a finished product as soon as he leaves his University or training college, and that he should have time to prepare his lessons or read further in his own subject is hardly thought necessary. In French schools which have more than about a hundred and fifty boys, whether under the Government or free, a modern language master has only one subject to teach and only from eighteen to twenty hours' teaching per week. It is true that in the *lycées*, or Government schools, he has eight or ten hours' correction per week, which he cannot avoid; but in the *collèges*, or free schools, he can correct in class with his pupils, provided that his work does not suffer thereby, and it may be added that there are as many *collèges* as *lycées* in France. It came to the ears of a parent that a modern language master of the writer's acquaintance wished to go abroad to refresh his memory of one of the two foreign languages which he has to teach, after an absence of two years from the country where that language is spoken. The parent was astonished that a man who professed to teach foreign languages should feel it necessary to go abroad. There can, however, be no doubt that residence in the foreign country is a *sine qua non* for the equipment of a modern language teacher who is to work on Reform lines, and that the more often he can go back to the foreign country the greater his chance of success in the classroom.

Where, however, the modern language teacher or teachers have the necessary conversational knowledge of French and German, and are in a position to go abroad occasionally, it should be remembered that the summer holidays in the German schools do not exactly coincide with ours, and that at the beginning of September the schools are in full swing.* A week or ten days spent in watching Reform-Method classes at some such school as the *Realgymnasium* at Gera, where teachers are sure of a hearty welcome, or, perhaps, better still, at the *Musterschule* at Frankfurt-am-Main, where the welcome will certainly

* The summer holidays at the *Musterschule*, Frankfurt, ended this year on August 4, and the autumn holidays began on September 26.

be no less hearty, will go far towards putting a teacher in a position to take up these methods.

It is necessary to get permission from the German Government through our Board of Education to visit the schools at Frankfurt ; but the kindness of Herr Direktor Walter, and the enormous stock of information which he is ready to put at his visitors' disposal, are well worth the long journey and the slight trouble involved in getting the permission.

In France, the teaching of M. Schweitzer, at the Lycée Janson de Sailly, and of M. Simmonot, at the Collège Chaptal, together with their German class-book, should offer valuable suggestions. It is, however, unfortunately impossible to visit the French *lycées* during our summer holidays, for work does not begin again till October ; but some ten days only are given at Christmas, and about twelve at Easter.

As far as phonetics are concerned, the following small books on German phonetics, systematically worked through in Germany, in conjunction with Vietor's "Sound-Tables," should alone, without attendance at special lectures, put a teacher in a position to use the "Sound-Tables" with profit in his class, and would be no heavy task for a month. (1) "Die Aussprache des Schriftdeutschen," by Wilhelm Vietor (O. R. Reisland, Leipzig) ; (2) "Wie ist die Aussprache des Deutschen zu lehren?" by Wilhelm Vietor (N. G. Elwert, Marburg) ; (3) "Deutsches Lesebuch in Lautschrift," by Wilhelm Vietor (B. G. Teubner, Leipzig) ; (4) The pamphlet sold with the "Sound-Tables" "Deutsche Lauttafel (System Vietor) Erklärungen und Beispiele."

The same may be said of the following books for French phonetics :—(1) "Les Sons du Français," by Paul Passy (Librairie Firmin-Didot) ; (2) "L'Ecriture Phonétique," by Paul Passy ; (3) A similar pamphlet to the one mentioned above, and sold with the French "Sound-Table," "Französische Lauttafel (System Vietor)" ; (4) Rippmann's "Elements of Phonetics, English, French, and German," translated and adapted from Vietor's "Kleine Phonetik" (Dent & Co.), should be helpful for both French and German.

It is much better that phonetics should be studied in the foreign country, even if the student has a fair pronunciation and a good conversational knowledge of the language ; for he will be able constantly to test the truth of the statements which he finds in the phonetic manuals by practical observation.

Two small books, full of most valuable information and suggestions on the Reform Methods in general, may be mentioned here : "Der fränzosische Klasseunnterricht" and "Englisch nach dem Frankfurter Reformplan," both by Max Walter and published by N. G. Elwert, Marburg. It must not, however, be forgotten that special subject training can never replace a general knowledge of the theory of teaching. In the teaching of modern languages, as in the teaching of all other subjects, a general knowledge of pedagogical principles is of incalculable value. A summer spent at Jena in attending the holiday teaching course should be very suggestive and helpful to a teacher who understands spoken German and has had teaching experience, but no pedagogical training. German phonetics might be read at the same time.

Supposing now that the modern language staff is in a position to make a start on Reform lines, there still remain many difficulties with which they and their head master may find themselves face to face, and which will have to be dealt with if successful modern language teaching is to be hoped for. Alterations in the curriculum will be unavoidable ; place taking must be abolished, marking reduced to a minimum ; suitable rooms, books, and apparatus will be looked for, and reasonably ; a readjustment of subjects among the modern language staff may be necessary ; and—conditions of success which apply with equal force to all other subjects—a definite programme will have to be laid down for each class and each class will have to be advanced practically *en masse* year by year.

Let us look at some of the points which will probably come up for discussion, wherever an attempt to introduce the reform method is made.

The curriculum.—We are at once met with the following questions :—(1) Shall the first foreign language taught be a classical or a modern? (2) At what age shall we begin the first foreign language? (3) In what order should foreign languages be taught? (4) What principles are to guide us in apportioning the time among the different languages and classes? (5) At what ages shall the other foreign languages be begun?

To these questions, taken in order, the following answers may be submitted :—

1. *We should begin with a modern language*, and for reasons of a practical nature as well as on purely theoretical grounds. In learning a modern language we have two tasks which a classical language does not impose upon us : these are the acquirement of a correct pronunciation and of a conversational knowledge of the language. We have, therefore, more to do in learning a modern language, and consequently require more time. Again our speech organs become more and more set the older we grow, and the pronunciation of a language other than our own becomes more difficult as time goes on. We must, therefore, begin with a modern language. Further, many children leave our middle-class secondary schools at a very early age to take up some bread-winning occupation. There must be few who will dare to assert that for this class of children an elementary knowledge of Latin is better either from the educative or from the practical point of view than an elementary knowledge of written and conversational German or French. Then, too, on purely theoretical grounds, we should begin with a modern language rather than with a classical.

German and French are psychologically nearer to a young child than Latin or Greek, and consequently more interesting. If taken in its true sense, the maxim "from the near to the remote" is a safe guide. Secondly, German and French offer us an incomparably wider choice of educative material suitable to a young child's mental development than either Latin or Greek.

2. The answer to our second question will be open to greater discussion, and the writer offers his opinion with all due deference, but with much assurance—*not before ten years of age*—and the answer is given looking at the question from the educator's standpoint, and from that of the modern language specialist. The cultivation of a young child's powers of observation, fancy, feeling, and judgment, at first within local and then within national limits, together with the necessary powers of expression in words, figures, music, and art, should be found, with religious instruction, to afford an ample scope for the curriculum of children up to ten years of age. The language specialist demands, as an essential condition of success in his work, that the child have a sound working knowledge of his own language, that is, that he be able not only to speak and write simple English correctly, but that he be able to parse and analyze easy sentences with assurance. It is not part of the foreign language master's duty to teach the difference between a subject and an object or the functions of an adverb.

3. In what order should foreign languages be taught? It has been a matter of tradition in English schools to begin with French or Latin, or sometimes both at the same time. That French should have held the place of importance as a modern language in English schools is not to be wondered at, if we remember how closely our history has been interwoven with that of the French, when we remember that French is the language of diplomacy, and that it could, till lately, carry us further through the world than any other language, and when we remember the extent of our commerce with France in proportion to our commerce with other foreign nations. But that French should have so long been allowed to hold its own at the expense of German is justifiable neither from the educator's nor from the layman's point of view. From which country have we most to learn in the regions of science, philosophy, theology, in matters educational, commercial, and military? The writer thinks, from Germany, and submits that, if this be so, we have already strong grounds for beginning with German. Let it further be remembered that, in the case of many children, the first modern language will be the only modern language learnt.

When to these reasons the following, of a purely pedagogical nature, be added, the balance should go down still further on the German side. German is a more fully inflected language than French, and, if a child is to learn only one foreign language, it is well that he should learn one which offers a strong contrast to his own. Being a fully inflected language, German offers, to a certain extent, the educative accuracy of Latin. Again, for those children who are going on to Latin, a still more highly inflected language, the German accidence forms a most useful bridge. The advocates of French will doubtless say that English and French contain so many words derived from Latin and of the same, or nearly the same, form that French is the best connecting link between English and Latin. Against this

argument it may be advanced that the chief difficulty for young children in learning a new language lies in its grammar, and that, by working on Reform lines and using only the foreign language in the class-room, the difficulty of acquiring a vocabulary is materially diminished. To this may be added that German not only bridges over the gulf between the practically uninflected English language and the highly inflected Latin, but also contains a vast number of words of common origin with the corresponding English words. Again, German is more akin to English in intonation, accentuation, and pronunciation. Its spelling, too, is more phonetic than that of French. It is, therefore, in these respects easier than French. Let us begin, then, with German.

We are not here so directly concerned with the question as to the order in which Greek and Latin should be begun; but it may be remarked that, by reversing the usual order, a most useful stepping-stone to French would be removed. Further, the greater practical value of Latin is a strong argument in favour of beginning it before Greek. The learner sees fruits for his labour earlier in learning Latin than in learning Greek. That the fruits of Latin are as well worth the gathering as the fruits of Greek we will not assert.

Again, there can be little doubt as to which of the two languages is psychologically nearer to the young English child. Let Latin, then, be our second foreign language. Though we are not here concerned with the teaching of the classical languages, let the wish be expressed, in the interests especially of those who leave school after a year or two of Latin, that this language may be taught on such lines that the learner may carry away with him a livelier interest in the sayings and doings of that great race which has left its mark on almost every corner of our land, and which still breathes in our language, literature, and institutions. Let grammar be subservient to the language; let reading come first. From those whose school life is to be long we can demand later an accurate grammatical knowledge and the accomplishment of writing good prose. They will then have acquired a vast store of words and phrases from which to deduce the necessary rules. But do not let us play into the hands of the enemies of classics by sending away hundreds of pupils empty after feeding them for two years on the skeleton of a language. After some time at Latin will arise, at least for many, the choice between French and Greek. It must be confessed that we lose something by beginning French so late, though not as much perhaps as may appear at first sight. We must, however, be educators first and specialists afterwards. The French pronunciation may not be so good as it might have been had we begun with French, and in all probability the intonation and accentuation will not be so good. But something must be sacrificed, whichever course we pursue. As regards the pronunciation we may comfort ourselves, however, for a systematic phonetic drill in German will not only have sharpened the pupils' ears and trained them to think about the position of their tongue, lips, &c., while pronouncing sounds, but will have taught them the pronunciation of many vowel-sounds which occur in French also, and among them some of the most difficult, *e.g.*, the sounds represented in French by the letters *u* and *é*, &c. The pupil's previous acquisition of German and Latin, and his all-round intellectual development, will largely compensate for the comparative shortness of the time which we now have left for French or Greek.

The discussion of questions (4) and (5) and of certain alterations and innovations already mentioned, which may in some schools be found necessary if success in modern language teaching on Reform lines is to be looked for, will, with a few remarks on class management, form the subject of a further article.

FRIENDS of the late Prof. Withers will learn with approval that a memorial fund has been started to carry out the following suggestions:—(1) To place memorial brasses in the Owens College and the Borough Road College; (2) to establish a travelling scholarship for third-year students at Borough Road College, and to found an education library at Owens College; (3) to provide an annual prize or lecture in connexion with some public institution. Subscriptions should be sent to Mr. J. H. Gettins, University College, Reading.

THE FUTURE OF PRIVATE SCHOOLS.

A WORD OF HOPE.

By A. D. CROSBY.

IF the following remarks refer more particularly to private schools for girls—though, probably, they are equally applicable to private schools for boys—it is because the writer's personal experience is limited to girls' schools. It was melancholy at the January Conference of the Teachers' Guild to hear the attitude of Local Authorities towards private schools described by officials of the Private Schools' Association as "hostile." I venture to think that this attitude was not correctly interpreted: that the Local Authorities are not actually "hostile," but that they are feeling their way among the mass of complex details which have been so recently thrust on their attention, and, until they have made up their minds how the private schools are to be fitted into the general scheme of local education, they are preserving an attitude of cautious reserve.

Meanwhile, it is well for the heads of private schools, while they are waiting for due public recognition, to remember that there are certain educational needs which they—and they better than any one else—can supply. It is my present intention to emphasize this need for private enterprise in two parts of the educational field more especially. And here I may remark that my message is not for those private schools whose position is firmly established and whose success is already permanently assured: rather is it for those which are fighting their way to success and financial security.

The introduction in recent years of the junior County Council scholars from elementary schools into our public secondary schools for girls has made a perceptible difference in the *intellectual* standard of those schools. It would make this article too lengthy for me to enter into explanations of this change: suffice it to say that I am aware that this statement has often been denied, emphatically, even indignantly. Nevertheless, I maintain, without prejudice and without regret, that it is a fact that the curriculum of many large public secondary schools for girls is gradually modifying itself to suit the requirements of the very considerable proportion of elementary-school children who enter these schools, and that the standard of work in the higher forms is being permanently lowered.

Cultured parents, therefore, who care about education, and who can afford to pay higher fees, but who have hitherto found that the public secondary school provided all that they required for the education of their daughters, will shortly find themselves compelled to seek a higher standard elsewhere. Here, then, is a growing want which private schools may help to supply: in the place of the "finishing schools for young ladies," where dancing and deportment held the leading place in the curriculum, there will be need, in the future, of private schools which are competent to give a sound and thorough education to *advanced* pupils. Inasmuch as a good deal of the tuition given to the most advanced pupils in a public secondary school is of the nature of private coaching (for which, in my opinion, a private coaching fee ought to be charged), this is work which a private school, with its smaller numbers, is peculiarly well fitted to undertake.

Another very important function which private schools have always discharged, and which they will probably always be called upon to perform, is that of preparatory schools for the public schools. Many parents intend ultimately to send their daughters to a large public school a few miles away; but while the children are young they do not care to expose them to the inconveniences and dangers of a daily railway journey or long walk, so for the early years—and all teachers know the supreme importance of those early years—they seek a good private school nearer at hand.

Furthermore, now that high schools have been long enough in existence for a general estimate to be formed of their possibilities and limitations, there is a growing reaction in the minds of some thoughtful parents against the high school, which may be perfectly well suited to a girl of average or exceptional ability, but which is rarely successful in getting the best out of pupils who need the individual attention only possible in small classes.

And here it may be advisable to call attention to two causes which have, perhaps more than any other, militated against the

success of a large number of private schools in the past:—1) They have frequently attempted the impossible. It is quite a usual thing for a private school to attempt to give a thorough education to *less than thirty pupils, ranging in age from seven to seventeen.* Now, these two conditions—"less than thirty pupils" (which, being interpreted, means a narrow income and, consequently, a very small staff) and "ranging in age from seven to seventeen," which implies an attempt to embrace the complete curriculum of an ordinary high school—spell one of two things: either almost superhuman efforts on the past of the head mistress and her staff and very serious overstrain; or failure, educational and financial. It is a fundamental mistake for a school which can only afford to pay three or four good teachers to attempt to do the work of a high school. No classification can be considered satisfactory which places an ordinary girl of sixteen in the same class as an ordinary child of ten, whether there be thirty others in the class or whether there be five. And this is a not unusual circumstance in a struggling private school. The practical compromise with an impossible aim—and some such compromise is inevitable—usually shows itself in one of two ways: either mathematics, Latin, German, botany, and perhaps other subjects, are present in the prospectus and absent in the time-table; or the head teacher takes all the advanced work in such different subjects as Latin, German, music, botany, mathematics, drawing, needlework; and, as it is very unlikely that she is equally proficient in all these different branches, the standard and quality of the work suffer. Would it not be better for a lady who starts a school with a moderate capital to content herself at first with taking children between the ages of eight and twelve, and to engage a staff thoroughly competent to teach children of that age, and then, as the school develops and the profits increase, to gradually extend the age limit above and below, and to enlarge the staff to meet the new requirements? In this way a successful and always *efficient* school might be gradually built up. (2) There has been a great want of co-ordination and much harmful overlapping and undue competition. How familiar is the spectacle of four or five private schools, all with less than thirty scholars between the ages of seven and seventeen, all trying to do the same work, within an area of perhaps two square miles! The result is too often undue rivalry and financial difficulty for every one of the four or five schools. I venture to suggest two alternative expedients, either of which seems to offer a practical solution of this difficulty, without claiming that they are the only or the best solutions. (*a*) Would it not be possible for the heads of private schools in a certain area to meet, and for one to undertake in her school to provide a suitable and thorough education for children from six to ten, another for children from ten to thirteen, another for those from thirteen to fifteen, and another for those over fifteen? If this preliminary agreement were made, each head would be able, with quite a small staff, to do thoroughly the work for which she undertakes responsibility. (*b*) It frequently happens that there are two or three private schools near together which can just support a staff large enough to allow of a proper amount of classification for general subjects, but which are unable to pay specialist teachers for modern languages, science and mathematics, art, &c. Would it not be possible in this case for the several schools to combine in engaging one specialist teacher for each subject in which a specialist is required, to divide her whole time between the two or three schools? By such an arrangement each school would secure the services of a first-rate specialist teacher in the different subjects for half or one-third, or a still smaller proportion, of the full annual salary. Practical difficulties there would be—and serious ones—in the carrying out of such arrangements, especially in the initial stage, but they do not appear to me to be insurmountable, and in so many schools the financial difficulty is acute and the main cause of inefficiency.

For all efficient schools one course appears to suggest itself as the best. (1) To apply without delay for inspection (Board of Education inspection is probably the best, because it has the power to carry with it "recognition," and "recognition" will shortly be the means of obtaining the best qualified young teachers—professionally trained graduates who are anxious to spend their years of probation in a "recognized" school—of whose services private schools will do well to avail themselves). (2) To make their existence known to the Local Education Authority. I, for one, look forward confidently to the days when *all* schools which can prove their efficiency and can also prove their need will be able to get financial help either from the Local Authority or directly from the State. (3) To choose some good, elastic leaving examination, like that recently devised by the University of London, and to work for no other.

This, then, is the text of my remarks: Private schools have a future as well as a past—a future probably greater than their past. There are means by which inefficient schools can cure their inefficiency, and good private schools have nothing to fear and everything to hope from recent legislation. To those whose existence has always been a struggle and who cannot now see the bright sky beyond the looming cloud I would say, with the stout-hearted hero of old:

> O socii, neque enim ignari sumus ante malorum,
> O passi graviora, dabit deus his quoque finem!

"HISTORY OF EDUCATION" IN CAMBRIDGE AND LONDON SYLLABUSES FOR TEACHERS' DIPLOMAS.

By GERALDINE HODGSON, Mistress of Method, Univ. Coll., Bristol.

AT the present moment it is probably true to say that all arrangements for the training of teachers are, in large measure, experimental. There are the two sides of the work, the *practical* and the *theoretical*. At present, authorities are not wholly agreed on the following points:—(*a*) Are these of equal importance? (*b*) If one be more important than the other, which is it? Then, again, so far as the practical side goes, arrangements differ in various places. There are training colleges to be found which have their own practising schools attached. Though, in such happy circumstances, there should be no friction (which is a solid advantage), yet something undesirable is found by those who maintain that a purely practising school is "not so desirable as a school for ordinary purposes." They might be pressed for definitions and for reasons.

And there are also training colleges and departments dependent for their "practising" on the good will of local schools. That involves as divided a control as the sum of the schools used *plus* the training department. Thus, given six schools and a training college or department, the authority is sevenfold. There might be cases where, with the best intentions all round, seven would not prove a perfect number.

But the present writer's aim is not to attack practice, ideal or actual, but some of the existing arrangements for the theoretical side of the examination. We may grant, without more ado, that the teacher's theoretical training should include some knowledge of psychology and ethics, even if it cannot always cover the truly alarming requirements of the Cambridge and London syllabuses. For, at any rate, such matters as "Mental and Moral Development and its Physical associated Conditions," "Relation of the Individual to the Community," "Natural Order of the Acquisition of Knowledge," "Sympathy and its Effects," "Training of the Desires and of the Will," put into words have a large and terrifying sound. Still, let that pass. My quarrel is against the history of education as set forth in the syllabuses of the Universities of Cambridge and London.

The object is not to hinder the advance of this subject, nor to belittle its importance. It is not necessary to quote what it is of which the lives of great men all remind us, because we are all ready to admit that the most inspiring source of our own actual conduct and practice in any walk of life is the knowledge of what those greater than ourselves not only could do, but did; not only did, but desired to do. Is it not proverbial wisdom that example is better than precept?

Moreover, it might be held reasonably that, for the rank and file, the history of education is the most important section of the theoretical side: it is within the grasp of every one's understanding, which lends it an advantage over psychology; it contains in itself suggestions of practice which render "method" less urgent. It is on the ground of the *all*-importance, not of the *non*-importance, of the history of education

in all schemes of training for teachers that the pleas are adduced.

The Cambridge syllabus for 1904 is worded thus :

The History of Education in Europe since the Revival of Learning.—A general knowledge will be required of systems of education which have actually existed, of the work of eminent teachers, and of the theories of leading writers on education up to the present time. A more detailed knowledge will be required of special subjects selected from year to year.

It may be added that these special subjects for 1904 are the "Life and Works of Pestalozzi," and Locke's "Thoughts on Education." When we reflect on the natural and legitimate meaning to be put on these words we see that it covers much ground.

Locke may be dismissed as the least comprehensive atom in the collection. Some people might maintain that, to comprehend fully the treatise set, the student should be acquainted with at least the leading principles of the "Essay concerning Human Understanding"; others, with less extensive notions, might be satisfied by acquaintance with the essays "On Study" and "The Conduct of the Understanding."

That examiners take sometimes a less educational view than the above may be suggested by the fact that in June last, out of four questions asked concerning Locke (who was a special author for 1903), the following was one :—"How does Locke refer to the following in his Treatise? Farnaby ; gigs ; Grotius ; Japaner ; opiniatry ; Poland ; 'Reynard the Fox' ; Sanctius ; Scheibler ; Scotch-hoppers ; Strauchius ; 'Tole' ; 'Volery' ; Worthington." Of all these Sanctius is the most germane, perhaps, to anything of educational importance ; of "Tole" and "Volery" the interest is philological, and the subject in hand was not philology ; concerning some of the rest, Mr. Quick (whom Mr. Oscar Browning commends as the best editor of Locke's "Thoughts") does not even trouble to give a note. It would be interesting, indeed, to know the grounds of defence for the appearance of this question in a paper—presented to graduates—on the history of education.

The "Works of Pestalozzi" are contained in fifteen volumes. No doubt, a knowledge of them can be obtained second-hand from De Guimps. Nevertheless, the syllabus mentions "the works" ; and in the old days we were taught that an unqualified proposition is to be regarded as a "universal."

Next let us turn to the history of education proper. The beginning of the Renaissance can hardly be put later than the thirteenth century, and can scarcely be understood without some reference to preceding events. But, at the least, this asks for a knowledge of the systems of education which have existed in the course of seven centuries. Besides that, a knowledge is required of the work of eminent teachers, from Vergerius and Vittorino da Feltre down to the youngest living amongst us who can be considered eminent. And, lastly, a knowledge of the theories of leading educational writers is demanded ; so that the Board of Education's nine encyclopœdic volumes may be included reasonably in this heterogeneous mass.

The allotted training period lasts for one year : the history of education is one of three sections on the theoretical side ; the theoretical side is but half the examination. Is it extravagant then to say to those responsible for this amazing syllabus that they are encouraging "cram"—more, that they are rendering it obligatory?

Probably, we all know "students" who have "got through on Compayré." And how much better are they for it? Is it not an insult to ask graduates of any University to do this sort of thing? Yet to fulfil the requirements of the syllabus honestly would involve hard work through several years ; more especially when we remember the research which is necessary, since there exists no standard work upon the history of education as a whole. There are cram-books and text-books and collections of essays galore ; there is no authoritative work.

But, if the University of Cambridge be a sinner, what can we call the University of London but a criminal? The History of Education in that syllabus is one of three sections on the theoretical side : it includes (*a*) historical evolution of educational ideals ; (*b*) the work and writings of great teachers ; (*c*) the study of school systems in operation at home and abroad. A note is appended : "Special periods, writers, and systems under (*a*), (*b*), (*c*) to be varied from time to time." Yet in the 1904 syllabus nothing of the sort is down for (*a*) and (*c*) ; though Locke's "Thoughts," Laurie's "Comenius," and Froebel's "Autobiography" are under (*b*).

By London the unfortunate student is apparently expected to begin with Adam and Eve and continue to the present day. Surely, to do such work properly would constitute the life task of an expert. No doubt the answer will be that *common sense* must be used in selection. But why should not the Universities use it? If they make the selection, we all know what we are about. If each training college or student is to make it, there is no common standard of work : one student may fail where another no more (or less) learned, but more fortunate, passes—*that* is not common sense. As things are, there is no common sense in the matter, but far too much "cram," far too much "reading up Compayré." Is it not beneath the dignity of great Universities to permit, or rather to create, such a state of things ; beneath their dignity to present such an ideal for a post-graduate course?

Oxford has chosen a better way. A reasonable period is set : *i.e.*, a period fairly within the grasp of an average student working honestly for the allotted time—education in Europe from 1720 to 1800, with special attention to Rousseau's "Emile," Pestalozzi's "How Gertrude teaches her Children," and Kant's "Tractate on Education." Besides that, candidates are allowed the choice of one out of four alternative sections, of which two are set periods of educational activity, one educational legislation and organization in any two of a number of given countries, and the other some alternative branches of general knowledge.

This syllabus—bearing the marks of knowledge and reflection upon knowledge, offering acceptable subjects to differing minds—is surely wiser than the slapdash method of setting an impossible unconsidered whole from which snippets may be taken at random.

I have urged the plea of the Universities' dignity, of a sense of that which is due to their own self-respect. I conclude with another—the success of the work. Is not a student who has begun his or her pedagogic life with a *student-like* study of manageable parts of a great subject far more likely to desire to go on and learn more, as the circumstances of after life permit, than one who has been presented at the outset with an impossible task, and, setting to work with text-books and essays, leaves off at the end of his or her year with much the same feelings, one would imagine, as a chicken bought by a higgler, penned up and stuffed for the market, must entertain as he goes to the last shed?

IN THE FOOTSTEPS OF FROEBEL.

ON a plain, bare, poor-looking house in an old cobble-paved street in the beautifully situated village of Blankenburg, in Thüringen, is a tablet which records in a few simple words an event which it is not exaggeration to say has entirely changed the trend of modern English education. The inscription runs :

FRIEDRICH FRÖBEL
ERRICHTETE AM 28 JUNI 1840
HIER
SEINEN ERSTEN
KINDERGARTEN.

The school-house in which the most spiritual of educators gathered together the little children of the district stands high, amid beautiful surroundings, facing pine-clad hills which extend in all directions as far as the eye can reach. Below flows the little winding stream of the Schwarza, which has carved its bed through the romantic Schwarza Thal and is soon to join the Saale on its way to Halle. A few rough steps by the side of the school-house lead to a high hill, from which an extended view over the fertile fruit-bearing valley is to be obtained. Blankenburg is a characteristically Thüringian village, with its two-storied houses, the roofs slanting to a peak in the centre, its irregular streets, which indeed can scarce be dignified by the name of streets, for no two houses appear willing to face the same direction, each maintaining an independent attitude. As usual, a little market-place with a fountain in the middle is to be seen, and old women in spotless blue garb bring into the village from farmhouses and cottage-gardens around baskets

full of beautiful ruddy apples and plums with the softest of down upon them. These large wicker baskets are strapped on to their backs and now and again contain not the above-mentioned fruits, but a delicious round-faced, flaxen-haired, blue-eyed peeping baby, who appears to be the healthiest creature that this world produces. The children indeed throughout this land are charming, sturdy, intelligent, roguish, and, if Froebel numbered such among his earliest pupils, he must have been a happy teacher.

It is not fantastic to believe that Froebel's philosophy and teachings may have been deeply affected by the district in which he lived for a considerable time, and where he first put into practice the ideas which came to fruition only after long years of thought and meditation. At his very door Nature had lavished her beauties with a generous hand; yet man was for ever passing them by unheeding. How richly endowed would man be did he but find joy and recreation in those things which a beneficent Power has given him freely if he would but stretch forth his hand and take what is offered him! He felt in himself the healing power and the divine beauty of Nature, as, worn and weary in his struggle to attain his ideal, he walked through the fruit-laden fields, or on a high ridge of the hill. It is not surprising that his aim was to make education joyful, that he desired to see the activities of every child developed and exercised to their fullest extent; for peace and joy and growth were the characteristics of the scenery by which he was surrounded. The gay little stream performed its ordained function as it merrily ran down from its mountain home; the fir-trees grew up strong and straight and graceful, giving shade to the tired travellers till the time came when they must be cut down to build substantial dwelling houses for man. The placid valley at his feet was a type of contentment, the content which comes from energy and well doing. A sensitive nature could not dwell long amid such gentle influences without breathing in something of their spirit, and Froebel's treatment of children was so gentle, so unweariedly sympathetic and tender, that to a generation nurtured on Calvinistic doctrines it seemed almost wicked and ungodly. Of the many beautiful human beings who have sojourned a while in a world not yet prepared for their reception none has equalled Friedrich Froebel in his almost divine understanding of child nature, out of which may be fashioned he who shall aspire to the angels or sink to the brute.

As a teacher Froebel was peculiarly fortunate in his choice of a school; for from Blankenburg it was very easy to take the scholars out for short expeditions into the beautiful Schwarza Thal, and here he could show them many diversities of scenery. On one side were the hills rising in the distance to mountains, with just a glimpse of far-off Inselburg; lessons on the rise and course of a river could be given by the banks of the Schwarza, with its waterfalls and tributaries, which so works on its rocky shores that in course of time great unhewn and craggy masses have become as smooth as carpenter's plane could make them. Trees innumerable were unceasing subjects for Nature lessons, and the industries afforded by forest and mountain would make the children easily understand the influence of environment on the life of a people. Many a teacher in a town who must describe in words what to a country child is a question of seeing and understanding has cause to envy Froebel's work in the beautiful Thüringenwald.

More beautiful and more impressive than anything in the immediate neighbourhood of Froebel's school-house are the pine and fir woods which stretch for miles within ten minutes' walk from Blankenburg. Such pines in such numbers are rarely seen in England, and no one who has not walked through these unending forests, with their extraordinary effects of light and shade, can imagine their mysterious fascination. In sunlight, with the sun glancing and glimmering between their regular ranks, with the light green moss which is so often found clustering round their roots, with their swaying, fan-like, fretted branches, they seem the veritable abode of fairies and gnomes, and the distant sound of the wood-cutter's axe increases the feeling of living in a German fairy tale. But it is at twilight, when the shadows are gathering, when the stems are black as ink and the radiant green of the morning is turned to dim purple, that they exercise their most potent influence. It is highly probable that in the evening, when the little scholars had been despatched to their homes with his blessing, Froebel walked and meditated in these silent, lofty woods, where the footfall of man seldom falls and no song of bird breaks in upon the silence. What were his thoughts, one wonders. Nowhere is one more conscious than here of the ever-brooding personality of a spirit, and of the haunting sense of "the burden and the mystery" of human life. Such scenery, such stillness, such majesty, would make a man, if he dwelt there long, a mystic who saw life clothed in a veil of mystery through which he yearned to penetrate; or, as in the case of Froebel, a man so penetrated with the spirituality of all Nature, so filled and inspired with the spirit of service, that the highest aspiration of his gifted nature found expression in the beautiful words written on his monument:

Kommt lasst uns unseren
Kindern leben.

F. B. L.

INFORMATION COLUMN.

We have been asked what is the standard of attainment implied by a University Extension certificate, and referred the question to a student of long experience. She answers: "I have come to the conclusion that it is impossible to fail in Extension Lecture examinations, but to get a 'distinction' you must work very hard for a week."

Scholars' International Correspondence.—Masters and mistresses wishing to find foreign correspondents for their pupils will find useful lists of French and German teachers who approve the exchange of letters and full directions as to application, &c., in the current number of the *Modern Language Quarterly*.

Paris Meeting of the Modern Language Association.—We regret that in our last number a wrong date was given. For "April 7" read "April 14." A full programme has been arranged and will be shortly distributed.

"Payment by Results."—What exactly does the phrase mean? The question is put to us by Mr. F. E. Read, who writes from Schools Office, Kingston, Jamaica, forwarding some January numbers of the *Leader*, a Jamaica paper, wherein it is disputed with some heat. Mr. Capper, the Superintending Inspector of Schools, maintains that it means payment on the results of the individual examination of the scholars, and he cites as his authorities Sonnenschein's "Encyclopædia of Education" and an article in *The Journal of Education* for September, 1887. Canon Simms replies that it bears no such restricted meaning, and cites a crowd of witnesses—the Bryce Commission, Mr. Morant, &c. We are compelled to give the case against ourselves. Writing seventeen years ago, we denounced as "payment by results" what was then the head and front of the offending, and commended as a reform payment by classes; but, as Canon Simms justly remarks, an *obiter dictum* of *The Journal* cannot reckon as an authority.

The first International Congress on School Hygiene will be held at Nuremberg, April 4–9. The President of the English Organizing Committee is Sir T. Lauder Brunton. A ticket for admitting to all privileges may be obtained from the Hon. Secretary, James Kerr, M.D., Parkes Museum, Margaret Street, W., on forwarding one guinea.

"A. M." asks how she may become a member of the Modern Language Association. Send in name, with reference, to the Hon. Secretary, Dr. Edwards, University of London, South Kensington, S.W.

A Child Study.—Hugh, aged ten (to his governess): "I've been trying to teach Muriel [his younger sister] geometry, but she's quite hopeless; I give her up." Governess: "That's a pity. How is it?" Hugh: "Why, she won't accept the first axioms." Governess: "Tell me, what did she say?" Hugh: "She didn't say anything, but when I told her that two straight lines could not enclose a space she drew two wavy lines with her hoop-stick on the gravel—and then she ran away."

JOTTINGS.

THAT Canon Ainger, whose loss to literature we all deplore, was for two years a master in the Sheffield Collegiate School is an accident in his career that his nearest friends had forgotten till it was recalled by the *Times* obituary. We rather remember the gibes, the gambols, the songs, the flashes of merriment that were wont to set the table on a roar—"A fellow of infinite jest, of most excellent fancy." Two of these jests that were given anonymously in this journal we may now assign to their author:

"While English critics their dull wits are straining,
Lo! enter Taine, and always entertaining."

"*Wayfarers and their Ways*, a handbook handy!
Sure, Jusserand, you've earned the *jus errandi*."

A friend who saw him in his last illness was greeted with the question: "How do you translate 'cum grano salis'—'You are dancing with a corn'?" "Alas, poor Yorick!" No flowers, by request.

PROFESSOR (to student whom he has observed with a yellow-backed novel very much in evidence): "It is my duty, Mr. Green, to lecture to you and to see that you are present at my lectures. There our official relations end. Whether you listen or not is your own concern. But, speaking as one gentleman to another, I would venture to ask: Don't you think it would look better and spare my feelings if you put your novel into brown paper covers?"

THE Bath and West and Southern Counties Society has arranged to hold a Nature Study Exhibition in connexion with its annual meeting at Swansea in May next. Intending exhibitors should communicate with the Secretary, 4 Terrace Walk, Bath.

WE have before us a report by Dr. R. J. Collie on the lectures on health given in connexion with the London School Board continuation schools. Up to the end of last year twenty classes had been held, with an average attendance of thirty-five. These include students from the age of seventeen to seventy. When it is realized that in London one child in every six dies before its first birthday, the importance of this missionary work will be appreciated. With the new year the twenty classes have grown to eighty.

A CASE FOR CORRECTION.

"You observed
The Nominative? Pretty i' the Mantuan!"
CALVERLEY after BROWNING, adapted.

(See "The Liberal Lament" in the *World* for December 29, 1903.)

Arise, some "Athanasius contra mundum,"
To save our Latin from the pit profundum,
And from a *World*-ling and a witling free us,
Who quoteth (*sic*) "Vox populi, vox Deus."

J. H. R.

FOR better or for worse, *The Journal* must be credited with first exploiting the world of puzzledom. It has come to such vile uses as missing-word competitions and other thinly veiled forms of gambling; but we can see no harm, and much good, in the literary competitions started last month by the *Westminster Gazette*. We congratulate the prize editor on the ingenuity of the problems he has devised, though his first awards are open to criticism. Thus in the parallel passages to Milton's "The mind in its own place," "a charming selection" is ruled out because it did not include the obvious parallel from Omar Khayyám; but in the model parallels given the most obvious parallel of all, Milton's favourite line of Horace,

"Caelum, non animum, mutant qui trans mare currunt,"

is omitted. Again, the prize for Latin elegiacs is divided between "Davus" and "Klit," though "Klit" seems to us distinctly the better. "Davus" has one howler pointed out by the editor, and, to boot, a rare pre-Augustan word and four elisions of long words in as many lines. It is strange that among the many "very distinguished scholars" who entered there was no less faulty version.

MR. H. A. ROBERTS calls attention to the Cambridge University Appointments Board. Instituted in 1899, it consists of nominees of the Senate representative of the various colleges, and co-opted men of science and business men. It charges no commission, and seeks to be a medium between employers and the best rising scientific talent in the University. The offices are at 73 Trumpington Street.

THE list of "European scholars" who have been invited to deliver addresses at the International Congress of Arts and Science at the St. Louis Exhibition is interesting as a relative estimate of men. In the department of Practical Education there are but four names, and two of them are English—Mr. Axon, of Manchester Free Libary, and Prof. Sadler. [illegible] Rein and Ziegler are the others.

MR. W. W. VAUGHAN has been appointed to succeed Mr. Style, who retires from Giggleswick in April next, after an eminently successful Head Mastership of thirty-four years. Mr. Vaughan has been an assistant master at Clifton since 1890. He is not in Orders, and is the first layman to receive the appointment of Head Master of Giggleswick School since its foundation in 1512.

A PROPOSAL is put forward to establish at the Liverpool University a school of naval architecture and marine engineering.

LAST year Parliament granted the sum of £27,000 for University colleges in Great Britain. A pitiable sum! Since writing this the Chancellor of the Exchequer has consented to ask Parliament to double the grant for this year, and he hopes to raise it to £100,000 for next year.

LORD REAY has been elected first President of the Central Association of University Extension Students.

THE *Globe* tells us that the commercial language of the Romans has been discovered among the ruins of Pompeii. "This Latin is so easy that a fourth-form boy could master it in six lessons. That settles it; commercial Latin is evidently the universal language." Volapük and Esperanto may hide their heads.

"JOURNALISM to-day is universal—like pale Death which the poet sang 'Equâ [*sic*] pulsat pede pauperum tabernas.'"—(*Blackwood* for February.) Death in the Apocalypse sits on a pale horse; but what authority is there for making his hoof feminine?

MR. ALFRED PALMER, of the firm of Messrs. Huntley & Palmer, has given a site of 6 acres in extent for the new buildings of the Reading University College. About £80,000 is required for the building fund. The firm of Messrs. Sutton & Son offer £6,000; Lady Wantage, £10,000; Mr. G. W. Palmer, £10,000; Mr. J. H. Benyon, £3,000.

ENGLISH student-teachers who desire to enter a French training college on special terms should write for particulars to Miss Alice Gardner, Newnham College, Cambridge. The next examination will be held in London during Easter week.

JAPAN, with a population of less than one-third the population of Russia, has a larger number of children in its elementary schools than Russia has.

THE Classical Association has already enrolled between five and six hundred members. If, as Sir Oliver Lodge diagnosed, the Association is the last struggle of a moribund cause, assuredly classics are dying.

THE Committee on Physical Degeneration is busily occupied in listening to evidence.

THE Liverpool City Council grants £10,000 for this year to the University of Liverpool.

MR. RICHARD WADDINGTON, writing on the amendment of the Education Act in the *Schoolmaster* of February 6, assures the readers of that paper that Education Committees are now covering the land, and adds the bewildering statement that "the deadening hand of poverty or Mr. Cockerton no longer grips the rungs of the educational ladder."

THE annual Exhibition of the Royal Drawing Society will be open during April.

PRESIDENT HALL, of Clark University, who has made for many years a special study of co-education, spoke strongly against it at the last meeting of the National Education Association. He is convinced that during the middle teens it is "a very grave danger to civilization. The tendency of American schools is to wipe out sex distinctions, and, unless a change takes place, we shall soon have a female sex without the female character."

THE TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND.

[*By a resolution of the Council, of June* 19, 1884, "The Journal of Education" *was adopted as the medium of communication among members of the Teachers' Guild: but* "The Journal" *is in no other sense the organ of the Guild, nor is the Guild in any way responsible for the opinions expressed therein.*]

THE Council met on December 12. Present: Mr. F. Storr (Vice-Chairman), Mr. Blair, Mr. Bowen, Miss H. Busk, Mr. Charles, Mr. Daniell, Miss F. Edwards, Miss Gavin, Mr. Kirkman, Mr. Langler, Mr. Matheson, Mr. Nesbitt, Miss Newton, Mr. Russell, Miss Stevens, Miss Verrall, Prof. Watson, Mr. Wise, and, later, Mr. S. H. Butcher.

Nineteen applicants for membership were elected — viz., Central Guild, 15, including Mr. S. H. Butcher, Litt.D., LL.D. Branches—Guernsey, 2; Manchester, 2.

On the motion of the Vice-Chairman (from the Chair), Mr. S. H. Butcher, Litt.D., &c., sometime Professor of Greek in the University of Edinburgh, was unanimously co-opted to fill the vacant seat among the general members of the Council. Under a second motion, also from the Chair, Mr. Butcher was elected Chairman of Council by acclamation. Mr. Butcher was then introduced and welcomed by the Vice-Chairman on behalf of himself and his colleagues. The Vice-Chairman vacated the Chair for him.

The Local Guild at Worcester, Malvern, and District, was affiliated under the designation of "The Worcester, Malvern, and District Branch of the Teachers' Guild of Great Britain and Ireland."

The Assistant Secretary (Miss L. E. Shallcross) received permission to give up her post on January 16, 1904, on her appointment to a post on the staff of the University of London. A warm tribute of praise was given to her services by the Vice-Chairman, and she replied thanking the Council for their courteous consideration shown at all times.

It was agreed that the agenda for the Officers' Meeting at the Teachers' Guild Conference should be settled by the Vice-Chairman and Mr. Bowen, with the General Secretary.

The report of the Political Committee was brought up and read. With regard to the question of the fusion of Columns A and B of the Register of Teachers, it was agreed that the Central Guild and Branches should be consulted in a form to be settled by the Political Committee; that they should be asked to report their conclusions before the end of February, 1904, as the Council will consider the matter in March, and proceed to action. It was agreed that this question should be dealt with by the Committee on December 16.

The reports of the Emergency Committee and the Special Committee for Holiday Courses for Foreigners in England were brought up together. It was agreed that representatives of the Guild on the University of London Special Board for the Holiday Courses for Foreigners should be selected by the Special Committee and the Emergency Committee sitting together.

The report of the Education and Library Committee was brought up and read. Mr. George Collar, M.A., B.Sc., was appointed a member of this Committee.

The resolutions on the new Pupil-Teacher Regulations, settled by the Committee on the report of a special sub-committee, were considered. Eventually they were adopted in the following form:—

Clause 1. That we recognize that the pupil-teacher system cannot immediately be dispensed with; but we hope that in the near future it may be made compulsory for intending teachers in primary schools to go through a course of secondary education up to the age of about eighteen, before undergoing any previous professional training.

Clause 2. That we should welcome the new regulations for the instruction and training of pupil-teachers as a great step in advance of the system of preparation for the teaching profession in the primary school.

Clause 3. That without a mutual co-ordination of the curricula of the primary and secondary school the scheme by which a pupil will pass from the primary school to the secondary school in order to proceed to his training cannot be regarded as satisfactory. Further, that some such co-ordination is also requisite to enable a pupil to pass from the secondary school to the pupil-teacher centre or other place of training.

Clause 4. That, having regard to the small amount of time at present available for the general education of pupil-teachers, we consider that the King's Scholarship Examination encourages superficiality, by reason of the large number of subjects in the curriculum; and that the present examination should be replaced by one requiring a more advanced knowledge in fewer subjects, preferably by the Matriculation Examination of some University.

Clause 5. That in pupil-teachers' centres, in which both sexes are taught under the general direction of a head master, a lady teacher of experience should be appointed, with an adequate remuneration, to exercise special supervision over the girls.

Clause 6. That in places where it is possible special schools should be selected for training pupil-teachers, without regard to the numerical limitations of Art. 5, New Regulations (three for the head teacher and one for each certificated assistant).

Clause 7. That it is advisable to raise the standard of attainments required for admission as pupil-teacher, and that, to render this possible, it is absolutely necessary to improve the prospects and position.

Clause 8. That the payment of pupil-teachers should be by scholarships rather than by wages.

Clause 9. That the terms of engagement of a pupil-teacher should be such as not to preclude the study of methods in types of schools other than that to which he or she is attached.

It was decided that the resolutions be sent to the Central Guild and to the Branches for discussion by their Councils or Committees.

The report of the Thrift and Benefits Committee, submitting a modification of their former report on the Bournemouth Holiday Invitation Scheme for Teachers, in which the Bournemouth Branch is specially interested, was brought up and read.

Miss Williamson, of Bournemouth, was introduced as a deputation from the Branch, *vice* Miss Ridd, the representative of the Branch on the Council, who was absent through ill-health.

The Scheme as amended by the Thrift and Benefits Committee, under instruction from Council, so as to eliminate the eleemosynary element, was submitted to Miss Williamson with a request that she would report the proposed restriction to her Committee and let Council know their decision. It was agreed to ask the Branch to adopt the Scheme as amended, if possible.

The report of Miss H. Busk and Miss Maitland (Somerville College, Oxford), the representatives of the Guild on the National Council of Women, on the Conference of the National Union of Women Workers at Cheltenham and Gloucester, November, 1903, was brought up and read. The thanks of the Council were given to the representatives for their report, which was referred to the Education and Library Committee for consideration.

The report of the Finance Committee was brought up, and received and adopted.

The Council met again on Thursday, February 4, 1904. Present: Mr. S. H. Butcher, Chairman; Mr. Storr, Vice-Chairman; the Rev. J. O. Bevan, Mr. Blair, Mr. Bowen, Miss H. Busk, Mr. Charles, Mr. Daniell, Miss Edwards, Miss Gavin, Mr. Langler, Prof. Lyde, Mr. Nesbitt, Miss Newton, Miss Stevens, and Mr. J. A. Turner.

Mr. Bevan moved: "That the Council affirm the desirability of the formation of a Standing Joint Committee of representatives of the chief public examining bodies, for the purpose of taking counsel together on matters affecting the scope, efficiency, and co-ordination of the external examinations which they respectively control." The motion was seconded and discussed, but was lost on a show of hands, the time not being thought opportune for acting upon it.

The report of the Finance Committee was brought up and read, and received. The report showed that cheques for payments amounting to £171 8s. 10d. had been drawn, and that the receipts of 1903 had been £1,453 8s. 3d., and the expenditure £1,484 12s. 6d., making the balance of loss £31 4s. 3d. The outstanding liabilities at January 1, 1904, were shown to be £393 5s. 10d., against assets solid and estimated £163 11s. 1d., being almost exactly the same excess of liabilities as was shown at January 1, 1903. Mr. J. Arnold Turner, Chairman of the Committee, explained the detailed figures submitted by the Committee. It was reported that there would be no call on the Guild to meet any deficiency in the accounts of the Joint Agency for Women Teachers for 1903, and that, on the contrary, there was a high probability that the arrears due from the Agency would be paid up in 1904.

On the General Secretary's Report, twenty-six applicants for membership were elected, viz, Central Guild, 20; Branches: Brighton and Hove, 2; Dublin and Central Irish, 1; and Manchester, 3.

Five members of Council — viz., Mr. Storr, Mr. Bowen, Miss Wolseley-Lewis, Miss M. Green (or Mr. Daniell), and Prof. Lyde, with the General Secretary—were selected to meet six members of the Education Committee of the National Union of Teachers to discuss the question of the fusion of Columns A and B of the Register of Teachers, without power to commit the Guild in any way, the matter being under the consideration of the Central Guild and Branches.

Miss Anne Dowman was appointed Assistant Secretary to the Council in succession to Miss Lucy E. Shallcross.

Mr. John Russell and Miss Gavin were chosen with a view to the University of London being asked to co-opt them as the representatives of the Guild on the Special Board for Holiday Courses for Foreigners in England, and the decision of December 12 on the subject of the selection of the representatives was revoked.

The Branches at Bournemouth and at Southampton were invited each to nominate a member of a deputation to the Conference of the National Union of Teachers at Portsmouth at Easter next.

The Froebel Society having proposed "alliance" with the Guild, it was agreed to offer it on the terms laid down for the "alliance" with the Birmingham Teachers' Association.

The following resolution, moved by Miss Gavin, was carried:—

"That, in view of the financial position of the Guild, the Council instruct the Finance Committee to submit proposals at the March meeting of the Council, and to report, in particular, on the question whether the Museum should be retained, or, if not, what are the best means of utilizing the rooms now allotted to it."

On the report of the Education and Library Committee, it was decided to send out to the Central Guild and Branches a circular letter on the same general lines as characterized a letter dated May, 1895, which was sent to the officers of Branches, urging the formation of Education Committees of their Councils, and suggesting the work which they should undertake. It was also decided that the resolutions on the new Pupil-Teacher Regulations should go out with the letter to the Central Guild and Branches as a set of questions, stating alternatives, for consideration and report, as the first work for the proposed Committees. A sub-committee was appointed to draw up the questions for circulation.

The following Report on the Mathematical Pass Regulations of Cambridge University was settled :—"We are of opinion that the tendency of the new Syllabus of Mathematical Pass Regulations of Cambridge University, in emphasizing the aspect of mathematics as applied to the everyday affairs of life, enhances the educational value of the subject. It affords, for younger pupils, better means of training the mind in reasoning, and for older ones supplies, in part, the necessary groundwork (hitherto so often wanting) for the study of pure mathematics. We make the following recommendations :—(1) That practical mensuration of both plane and simple solid figures be added to the syllabus, as providing useful examples in geometry, arithmetic, and algebra, and so counteracting their undue isolation from one another. (2) That all the papers set in geometry, arithmetic, or algebra be headed 'Elementary Mathematics.' (3) That a knowledge of the metric system be required. (4) That the importance of relative, as distinguished from absolute, values ought to be recognized definitely in the syllabus, and that approximations be required, with a comprehension of the percentage of error. (5) That a syllabus for arithmetic, requiring a knowledge of principles, be added."

Instructions were given that the recommendations should be sent to the proper authority at Cambridge.

On the Report of the Holiday Resorts Committee, a hearty vote of thanks to the Chairman of the Committee (general editor of "Holiday Resorts"), and her colleagues, in connexion with the twenty-first issue of "Holiday Resorts," at press, was passed.

The following circular letter, sent out in accordance with the instructions received from Council on December 12, 1903, was submitted on the Report of the Political Committee :—

DEAR SIR, OR MADAM,—The Council of the Teachers' Guild are desirous of testing, at as early a date as is possible, the views of the Central Guild and the Branches on the pressing question of the retention or removal of Columns A and B in the Official Register of Teachers, constituted by Order in Council of March 6, 1902. It will be within your knowledge that the present official arrangement of the Register takes the following form :—

Alphabetical List.	Column A.	Column B.	Address.	Date of Registration.	Qualification.	Experience.

You are invited to discuss the following questions and take the opinion of your members, as expressed in a meeting collectively, upon them :—(1) Are you for or against the removal of Columns A and B under the temporary and permanent conditions of qualification for entry at present laid down? (2) Are you for or against the removal of Columns A and B under conditions other than those referred to in Question 1?—If so, what conditions would you seek to impose?

The Council propose to take early action in the matter, and it is important that your considered opinion should be to hand when they discuss it.

Please let us have your reply not later than February 29.—Yours faithfully, (Signed) S. H. BUTCHER,
Chairman of the Council.
(Countersigned) H. B. GARROD,
General Secretary.

The Report of the Modern Languages Holiday Courses Committee, announcing the establishment of a new course in German, at Neuwied, near Coblenz, was held over through lack of time.

Summaries of the proceedings at the Joint Conference of Educational Associations on January 10 (in which the Guild, with its allied associations, was a participating member), and at the Teachers' Guild Conference on January 12 and 13, are printed in the Conference Supplement to *The Journal of Education* for February. A *verbatim* report of the former *may* be published shortly by the Guild. In the *Teachers' Guild Quarterly* for March the full text of the Presidential Address of Sir Oliver Lodge given to our Conference on January 12 will be published, with additions. There was an excellent Educational Exhibition open during th meetings of the Conferences, in the City of London School. The fol ving were the exhibitors :—Edward Arnold, George Bell & Sons, Adam & Charles Black, Blackie & Son, William Blackwood & Sons, Cambridge University Press, Cassell & Co., Charles & Dible, William Collins & Co., J. Curwen & Sons, J. M. Dent & Co., J. B. Duckett & Co., G. Gill & Sons, Ginn & Co., D. C. Heath & Co., W. & A. K. Johnston, Macmillan & Co., Horace Marshall & Son, Thomas Nelson & Sons, O. Newmann & Co., Novello & Co., Oxford University Press, George Philip & Son, Relfe Bros., Rivingtons, Rudd & Co., Edward Stanford, Townson & Mercer, University Tutorial Press; also the Art for Schools Association.

MANCHESTER BRANCH.—The Annual Meeting was held at the Manchester Grammar School on January 29, Prof. T. F. Tout, M.A., presiding. The Report specially mentioned the renewed offer of Mr. N. Kolp of two bursaries (£10 each) for modern languages, tenable abroad —one for a woman, one for a man. It also referred to the loss of Mr. J. E. King's services, and welcomed his successor, Mr. J. L. Paton, M.A. It wished all success to the newly formed Bolton Education Society. Attention was called to the social meeting at the Manchester Municipal School of Technology on December 5, 1903. The Treasurer's balance-sheet showed a balance in hand of £6. 14s. The membership remains about the same. The following officers were elected for 1904 :—President : Mr. J. L. Paton, M.A., High Master of Manchester Grammar School; Vice-Presidents : Miss S. A. Burstall, B.A., Mr. H. A. Johnstone, Prof. T. F. Tout, M.A.; Hon. Librarian : Miss S. L. Dendy; Hon. Secretaries : Miss Edith C. Wilson, Mr. W. J. Chatterton, B.A. (the latter also being Treasurer); Council : Miss Butcher, Miss Coignon, Miss Dodd, Mr. Fuller, M.A., Miss Greener, B.A., Mr. Hards, H.M.I., Miss C. Herford, Miss Lang, B.A., Miss Sewell, B.A., Dr. A. S. Wilkins, B.A., Miss Wroe. Prof. Tout, in introducing his successor in the chair, Mr. J. L. Paton, M.A., spoke of his feeling of loyalty to the unity of all teachers in a common craft, and ridiculed the division of education into primary, secondary, tertiary, and so on. Mr. J. L. Paton then gave an address on "Hobbies." All passive indulgences he ruled out of hobbies. Mr. Paton dealt particularly with the educational influence of boys' hobbies. Stamp collecting fostered application and a taste for classification. It was true it sometimes developed into a low form of commercialism, and it had happened that fathers who were in the stamp trade had sent their sons to school to push their business. But in that respect stamp collecting was not so bad as marbles, and buying and selling were prohibited so far as they could be under school discipline. Yet, though hobbies might be overdone, teachers should go out of their way to encourage them. At the same time, all hobbies ought to be spontaneous and voluntary. They were worth while because they subserved the main object of life. They provided the best kind of rest from the serious work of the day, and assisted to form the complete mind and the complete manhood.

INCORPORATED ASSOCIATION OF ASSISTANT MASTERS.

[*The Executive Committee of the Council of the Assistant Masters Association, in accordance with a resolution passed on December* 8, 1900, *adopted as a medium of communication among its members* "The Journal of Education"; *but the* "Journal" *is in no other sense the organ of the Association, nor is the Association in any way responsible for the opinions expressed therein.*]

AFTER venturing out into the great world and battling at the January meetings, the schoolmaster, be he head or assistant, returns again to his quiet toil. The great world that for a brief space gave him some attention—even noting his doings in its daily press—turns to more exciting matters. The press once more has its column headed "Education," but recounts therein the sale of the goods of a passive resister.

But more increasingly is it evident that the needs of education are becoming recognized, and that even that humble creature the assistant master is not without his worth. Associations and guilds have met, conferences have assembled, and in each the schoolmaster has

"tried for to explain
Both his pleasure and his pain,"

and now once more he is at work.

The associations, too, return, after a burst of publicity, to their less obtrusive labours—for, if an association would live, it must also work. And the past month, that to the enthusiastic member of the I.A.A.M. must appear somewhat slack and dull after the January activities, was

one of real labour to those into whose hands falls the necessary work of routine. The new Executive has met twice, has appointed its sub-committees, and is now fairly embarked on its twelve months' labour. The sub-committees are at work and are likely to be kept busy.

By this time all our members have had leisure to consider the tenure resolutions, the firstfruits of the Tenure Conference. Unfortunately, the decisions of our Council have not the authority of an Act of Parliament, and so the resolutions remain at present a series of pious opinions. But they are the pious opinions not only of the Assistant Masters Association, but also of the Head Masters Association, and they embody the policy which these two bodies agree to unite in pressing. Surely, when bodies so representative of secondary schoolmasters speak with a united voice the Education Authorities will listen.

Meanwhile, the Tenure Conference resumes its sittings; and again Sir Edward Fry will preside. Salaries, pensions and superannuation are the principal subjects to be discussed—subjects that cannot be dissociated from the question of tenure. That each of these points is of the first importance assistant masters do not need to be told, for we have discussed them time after time at our meetings. Let us hope that the outcome will be a complete and mutual understanding and a sane, practicable policy that can be urged at every opportunity on our administrators and legislators.

A problem that the Executive is trying to tackle is one that must always arise in any association having a branch organization. The life the Association depends on the healthy activity of the branches, and an executive committee is but a vain institution if it is not fully in touch with the branches. From the nature of the case, the Executive must contain a preponderant proportion of men from London or the neighbourhood; must, at any rate, till riches come to the Association or its members. How, then, to ensure that the opinions of members in the provinces find due expression and are accorded due consideration? How to contrive that questions that are forced upon the Executive can be adequately debated in the branches? This is the problem that the Executive has set itself to solve. Members will receive fuller information of the scheme in due course.

The London County Council has adopted a scheme for the constitution of its Education Committee, and now passes out of existence to make room for the new Council. Meanwhile the scheme waits the approval of the Board of Education. In spite of the intention of the principal Act that the Committee shall include "persons of experience in education," no provision to that effect is made; this, too, in spite of the precedent the County Council itself set in constituting the Technical Education Board. If the teacher is to be entirely excluded from the Committee, there is the more need for him to make his opinions known in other ways. Surely assistant masters should miss no opportunity of putting the case for a real secondary education before those who will administer.

In this connexion, one may refer to what we hope may become a regular institution, the "A.M.A. Thursday." The meeting in January drew a large number of members, and there were present several welcome visitors of influence in matters educational. The discussion on co-ordination was of a more or less informal character, and largely resulted in a statement of the problems involved. The meetings should form a useful and pleasant corrective to the tendency the assistant master so frequently displays of looking at every question through the secondary spectacles, even the secondary assistant's spectacles. May we hope, too, that where we take a good deal we may sometimes give a little? The February meeting discussed the effect of training on the status of assistant masters, and in March the L.C.C. scholarship system will be to the fore. The meetings are at the Bedford Head Hotel, Bedford Square, and are held on the third Thursday of the month. Perhaps, after all, their chief merit is that the schoolmaster whose day has been spent in the practice of education may there seek solace in theory—and tobacco.

CAMBRIDGE LOCAL EXAMINATIONS.—The class lists show that the total number of candidates entered for the Cambridge Local Examinations held in December last was 15,317, exclusive of 1,630 candidates examined at colonial centres. In the Senior Examination 636 boys and 1,079 girls passed, 60 boys and 14 girls being placed in the First Class. Sufficient merit was shown by 266 boys and 93 girls to entitle them to exemption from one or both parts of the Previous Examination. In the examination in Spoken French 126 of the 160 candidates passed, in Spoken German 11 of the 21 candidates. Of the Junior candidates 3,044 boys and 1,832 girls passed, the numbers placed in the First Class being 368 and 64 respectively. In the Preliminary Examination, which is designed for candidates under fourteen years of age, 2,575 boys and 1,643 girls satisfied the examiners. The awards of scholarships and prizes, the examiners' reports, the tables showing the success or failure of the individual candidates in each subject, and the class lists for the colonial centres will be published in the course of the month of March.

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THE NEXT STEP.

THE recent Education Acts have brought about a certain degree of unity in the sphere of administration. The natural and inevitable corollary to this will be a union or federation of the professional side; that is to say, of schools and teachers affected by the Acts. In 1896, after Mr. Bryce's Commission had reported, the University of Cambridge summoned a conference of representatives of educational bodies on both the professional and the administrative sides. Following upon this conference a Committee was formed (under the chairmanship of Prof. Jebb), which was to voice to the Education Department the views of teachers and administrators on educational policy. This Committee performed, for a time, a very useful function. In the nature of things it could not be permanent. It had no definite mandate to speak in the name of the associations represented—being, as it was, a mere scratch federation, without any recognized constitution or powers. The event showed that the basis of representation was too wide to allow of joint action. At the moment the great need is for a federation of teachers apart from administrators.

The administrators, as a matter of fact, have combined or are combining. For them the problem of securing united action is far easier of solution. There are but three associations in the field—the County Councils, the Association of Boroughs and Minor Authorities, and the Education Secretaries. Already the County Councils Association has formed a special Education Committee, upon which representative education secretaries have been co-opted. This Committee will be in a position to represent the views of the County Education Committees to the Board of Education and to Parliament. Indeed, through its chairman, Mr. Henry Hobhouse, it has already spoken. During the last month the Local Authorities, at the invitation of the Borough of Leicester, have held an important conference in London, one result of which is a scheme for a national representative Association of Local Authorities which deal with the Education Act. Thus, upon the administrative side, there are but two bodies—and they will probably amalgamate.

The problem is, unfortunately, far more difficult to solve upon the professional side. A federation of all teachers is an

end to be kept in view, and an end that will be ultimately attained—all teachers, primary, secondary, and University. But, for the present, such a scheme is obviously chimerical, and, therefore, in pointing out the absolute need of a strong federation of secondary teachers, we are not suggesting the erection of barriers within the profession. It is quite otherwise. But such a federation of secondary teachers is a necessary preliminary to a union of the whole profession. Columns A and B upon the Register will in the course of time vanish ; for the moment the distinction must be accepted.

A federation of secondary teachers is necessary, and urgently necessary. The present condition of affairs only needs inspection to show its futility. On a given subject the Board of Education may be asked to listen to the views of head masters and head mistresses of private schools, of head masters of preparatory schools, of head mistresses of schools of a public character, of technical principals, of "Conference" head masters and of "Association" head masters. And these by no means exhaust the list of associations. Among its many petitioners the Board will always find some one to approve its action ; or with equal facility it can set the views of one association against those of another, and refuse to listen to either.

This federation must be strong enough to influence public opinion and to protect its members from injustice. Secondary schools are, in the immediate future, to be governed in a far stricter sense of the word than heretofore. We have striven for this : for co-ordination, supervision, and inspection. We have welcomed, and do welcome, the new order of affairs. Abuses will be removed, indifference braced up, and efficiency made more effective. There will be less waste and a more fruitful economy of effort. We put our trust in the general good sense of the Local Authorities, controlled by the Board of Education and advised by—a federation of secondary teachers. This advice the Local Authority expects and asks for. Even if each Education Committee had an effective consultative board of experts, the need of a federation would be none the less great. As the Education Committees combine to press their views on the country and on one another, so must the associations of secondary teachers combine in order to make their joint voice duly heard with proper emphasis.

The Local Authority may err through want of knowledge or want of sympathy. In some areas there may be an attempt to exercise too great an interference with the liberty of the teacher—an attempt to bind him within the limits of a too rigid code. Sometimes the true aims of education may be neglected in order to subserve a local need ; the curriculum may be warped and education become one-sided. It may be that inspectors, knowing nothing at first hand of what a teacher can do, will be sent round to browbeat and discourage the earnest class-room worker. A strong professional association is needed to guard against such dangers.

But it is not only, nor chiefly, for such reasons that teachers must combine. On certain points the teacher alone can give sound advice based upon absolute knowledge. We feel that Education Committees are, for the most part, anxious to avail themselves of expert advice ; but, whether they are so or not, our duty clearly is to give our advice on points which we feel that we, and we alone, fully understand. The only way in which the joint views of secondary teachers can be ascertained and stated with due weight is through an association which fully represents all grades of secondary schools. And the time is now ripe for joint action. The ancient gibe that teachers could never combine has been falsified by events. Nowadays it is probably rare to find a teacher who is not a member of at least one educational society. The very number of these societies is a proof of the widespread desire for combination and united action. Teachers have become familiar with the machinery involved in associations ; they have learnt, or are learning, how to act together, and, by sinking points of difference, to unite in promoting a desired reform. It may perhaps be that the lesson will have to be learnt again and again. A united expression of opinion and its result—united action—are almost bound to imply a large amount of compromise. The views of sectional associations when brought before the joint senate may, perhaps, be modified ; but this is a small price to pay for the undoubted gain, that such views, when put forward by the federation, will have a weight that no sectional body could give them.

There must be sectional associations, and we do not for a moment suggest that they should be merged in a common whole. Teachers of classics or teachers of geometry, head masters of one grade of schools or assistant mistresses of another grade—each and all will have their sectional association. Each section will be busy enough in dealing with what may be termed "domestic policy"; but each section must be prepared to sacrifice something for the sake of a common expression of opinion upon matters of imperial policy.

There are two bodies in existence that might be utilized for this purpose of federation. The one, the Registration Council, includes members representing primary education ; and, as we have shown above, the present need is for a federation of secondary teachers. The other, the Consultative Committee, has a constitution too little defined, and its real function is to advise the Board of Education on administrative matters. Neither of these bodies, as at present constituted, can meet the needs of the case ; though it is an obvious suggestion that a complete federation of teachers once properly formed would naturally take over the duties of registration, just as the General Medical Council does. The proposed federation should eventually have its visible headquarters in a worthy building of brick and stone, its organ of communication to members and to the public, its staff of secretaries, its library and museum, and adequate funds for the support of its activities. There is one body of teachers that, with an altered charter, might open its doors to all teachers, and become the nucleus of the desiderated federation ; but for a corporation with vested property and interests to commit the happy despatch is without precedent. Whatever scheme is proposed is full of difficulties. But it ought not to be beyond the wit of a learned profession to surmount these difficulties. It ought not to be too severe a strain upon our fund of unselfishness to ask sectional bodies to surrender cheerfully some of their independence and a part of their income for the promotion of an end that is so necessary, and that will bring with it such weighty results.

In the meantime—for the scheme we have outlined cannot be carried out in a day—there seems to us no reason why a federated senate, representing all bodies of secondary teachers, should not be formed at once. The machinery need not be complex. Each body would elect two or three members as plenipotentiaries : and thus the joint senate could speak in the name of all. Until the scheme is more fully developed it is probable that some one of the existing associations would lend its building and the services of a secretary. There need be, therefore, at first, no cost and no subscription. We commend this suggestion for what it is worth. It would be Prof. Jebb's Committee upon a narrower and firmer basis, and with a settled constitution. It could speak authoritatively to the world. Such a scheme could be carried out to-morrow, and it would be a valuable stepping-stone towards a permanent federation.

TWO SCHOOLBOY ESSAYS.

A HEAD MASTER sends us the two genuine schoolboy productions which we print below. They are worthy of study. Our correspondent says : "The author of the longer essay is twelve and a half, the other boy nearly fourteen. I thought the essays of real value—worth cartloads of *Daily Telegraph* 'howlers.' They were the two out of twenty-five which were other than commonplace, and the writers are regarded as the form duffers. 'I am sure that boy P. is mad,' was a remark *à propos* of one of them last week. It is a serious thing to diverge from type. 'Sports' and 'variations' stand as poor a chance in the life of school as they do in Nature."

ESSAY ON A SCHOOL-BOY.

A boy generally starts to go to school between age of 5 & 7 years He goes for the first time he arrives at school. He is asked his name Willie he says But you surname He looks, and wonders what the teacher means At last the teacher gets his other name. Do you know your A B C No he says He gets a boock and has to learn it he finds it very hard but gets on, so he learns to read and write Then he changes school & gets a lot of new subjects he works hard, gets higher up in school gets favoured gets top boy in every thing

SCHOOLBOYS.

A shoolboy between the age of 11 to 13 is generally too daring and too often getting into scrapes he will dare anybody to climb the tree he can climb. They say no perhaps we can't but nor can you. O yes I can says he so they go on, till at last up he goes higher and higher when crash down he comes Ha. Ha the others laugh. This is the picture of me and some of my late companions. The boy who is getting older gets more sense and stops this he either begins to bully which is generally the case. And he otherwise despises the younger boys or else helps them which is seldom the case. I order of general use they are, Bullying, Despising, Helping. You find generally the boy who helps the younger boys most is the boy from the country. There is one boy like such in this school a Cornishman. Most boys regard the youngest boys as machines for their use. They have a lot of bravado to those younger than themselves but are afraid of boys of Their own size and strength and skill.

This is My sincere opinion

Yours Truly

CORRESPONDENCE.

INSPECTION OF SECONDARY SCHOOLS BY THE BOARD OF EDUCATION.

To the Editor of The Journal of Education.

SIR,—During the past year my school, which is a private school for boys, numbering about sixty-four day boys and twenty boarders, was, at my invitation, inspected by the Board of Education. I have received the Board's report, and, without expressing at present any opinion on the greater part of it, I consider it my duty to call general attention to at least one statement in it, and beg leave to do so in your columns. Here is the statement; it occurs under the heading "Staff":—"Even when their age and experience are considered, the salaries of the three junior resident masters are very low."

To appreciate the meaning of this statement, it is necessary to add that there is not the slightest hint in the report that the masters in question are inadequate to their work. It is said that "they had obviously been well trained, and they maintained excellent discipline." Their work in their several forms is reviewed in detail. There is not one adverse criticism of it or of them. On the contrary, their work is continually referred to in complimentary terms. Adjectives such as "good," "neat," "accurate," "thorough," "careful," "methodical," "sound," "intelligent," occur in connexion with their work. On the other side, I can find no censure at all, unless it be in connexion with some drawing, which, in one case, is said to have been too difficult.

Before I state the salaries and qualifications of these teachers, however, I want to ask a preliminary question. Assuming that the men are efficient and adequate to their work, and that they are perfectly satisfied (as they are) with their salaries, is it fairly within the province of the Board to make the statement contained in the extract given:—"Their salaries are very low"?

Secondly, I will now state the salaries, qualifications, and work of the three gentlemen, and ask the question: Is the statement just? Call them A., B., and C. A. came to me from school at seventeen, and has been with me three years. He had no experience and no qualifications, but has since passed the London Matriculation, and is reading for the Intermediate Arts. His salary during the three years has been £30, £40, £50, resident. He teaches a class of quite young boys, and shares with three others the "duty" required for less than twenty boarders. He has had time for reading, help in the same, and time off for his examinations. B. came to me with about a year's experience up and down. He has no qualifications beyond London Matriculation. He asked me £50 to £60, and I gave him £60. He teaches a small form, a little more advanced than A.'s, and is reading for his Intermediate Arts. He has been with me a year, does not want to leave, and has not asked me for more salary. C. is rather older. He has no "qualifications." He helps with drill and drawing, and teaches a class of about the same standard as A. and B. He asked me £50, and I gave him £60. He is also reading for an examination.

The men have their own rooms and are made comfortable. The duty is very light. I personally supervise all their teaching. Every bit of written work done by their boys passes through my hands once a week. They all regard their salaries as liberal, and have no wish to leave me, but every desire to stay. They can qualify for registration here, and two of them at least wish to do so.

We have been in the habit of regarding a salary of £60 resident as equivalent to about £120 non-resident, and I have sometimes made changes on that basis. I do not think it likely, or indeed possible, that these men, for the same hours of work, would be earning more than that in any other profession. As no adverse criticism was made on the rest of my staff, I say nothing about them; but more than one master has risen to a salary of at least double that with which he started.

I have represented the matter fully to the Board, and they reply that they see no reason to make any change in this part of the report. I have had my present school for twenty years. No master has ever hinted that his salary was inadequate. I see advertisements and agents' lists, and have always been under the impression that, all things considered, I was a fairly liberal employer. Henceforward at the offices of the Board of Education I am to be regarded, apparently, as a "sweater"—an employer of underpaid work. I wish to live and learn. I have been an assistant master, and have much sympathy with this branch of the profession. But I think, Sir, that the real *crux* is not the inadequacy of the salary paid to the junior (who, as in other professions, is buying his experience), but the inequality of opportunity for him to rise. My second master gets £200 a year, and is allowed to take boarders. More than that I cannot do.

Now, Sir, may I put to you and your readers the following questions?—(1) Is it wise or just for the Board to interfere, unasked, with the financial contract between employer and employed? Is this sound economics? Is it done in other professions? (2) Is the statement made fair or just in my case, in view of the conditions? (3) Does the Board treat all principals uniformly in this way, or am I singled out for special reprobation?

There are one or two other matters connected with the Board's inspection of my school which seem to me of general interest and importance, and, if you will allow me to do so, I will bring them before your readers in another letter. The report is sent to me on condition that, if published, it shall be published in its entirety. I do not think I have broken this condition, either in the letter or in the spirit, in quoting the extract given above. If I have, I am quite willing to put myself right by publishing the whole report. The greater part of it, I may add, is of a very complimentary nature.—I am, Sir, faithfully yours, X.

A CORRECTION.

To the Editor of The Journal of Education.

SIR,—You published in your February supplement a summary of what I said at the North of England Educational Conference at Leeds, which is so misleading as to be likely to do material damage to the school of which I have the honour to be Head Master. I will, therefore, ask you to be good enough to give in your next issue the same wide circulation to this letter of explanation, quoting from the official report what I said:

"The Rev. J. R. Wynne-Edwards (Leeds Grammar School) remarked that it was most important to see that they got the right boys to go up the ladder. Dr. Magrath, of Queens' College, told him that although many boys had done splendidly, yet he felt that many had come on whom the ladder had been wasted. They were doing a dangerous thing in putting boys on this ladder. It was all very well to say this was a democratic country, but it was not. There were differences of social grade. When they put a boy on the ladder they were preparing him to go into a station above which his parents had lived. They might have a boy fit to go over the whole intellectual rungs of the ladder but who might not have the adaptability necessary to carry him out of his first surroundings. He therefore urged elementary schoolmasters to exercise their discretion and only send up the right boys."

In illustration of this danger I mentioned the instance which you quoted.

In a school like this a large part of its usefulness and success depends on drawing the best material from the elementary schools, and I should have been nothing short of insane if I had said, as you report, that I "doubted whether this new educational ladder had not done more harm than good." The ladder is not new. Many of my closest friends as a boy at school twenty-five years ago were elementary

scholars, who took high honours at Oxford and Cambridge, and now occupy important positions in the country: so I was bred up from childhood to believe in the efficiency of the ladder; so much so, in fact, that the interpretation which your reporter put upon my words had not struck me as a possible one. I might mention, too, that only this year I induced our governors to give several extra scholarships to promising elementary boys.

I still maintain, however, that it is dangerous to place a boy upon the ladder unless he has sufficient *force of character* to profit by it, and of this the elementary teacher is, in the first instance, the best judge.—I have the honour to be, Sir, your obedient servant,

Leeds Grammar School, J. R. WYNNE-EDWARDS.
February 15, 1904.

[We are glad to learn that, in our condensed report, Mr. Wynne-Edwards's real views were misrepresented. Whether the official report is more accurate than ours is another question. What he sends us is a corrected edition.—ED.]

BURSARIES FOR MODERN LANGUAGE TEACHERS.

To the Editor of The Journal of Education.

DEAR SIR,—Having read in *The Journal* the account of the general annual meeting of the Modern Language Association, I thought it might probably interest some of those connected with the Association to know what arrangements are made in the public State schools here for the improvement in the instruction of modern languages.

For some years past the town has annually voted the sum of 1,000 Mks. (about £50) to be divided between three teachers—male or female—for the purpose of sending them during their summer holidays to England or France. The teachers sent are to be chosen by the heads of the various public schools; and a lady who had availed herself of this advantage last year told me that they found the sum granted them sufficient to cover all necessary expenses for the four weeks their holidays last. They always try to board with a private family, or, still better, in a school, as that affords them greater facilities for studying something of the educational system of the country they are visiting. A somewhat similar plan is followed in many other German towns, and has been found to have most successful results.—I am, Sir, yours very truly, FLORENCE WEST.

Kaiserplatz 32, Cassel, North Germany.

SPECIAL "INTERNAL" EXAMINATIONS AT LONDON UNIVERSITY.

To the Editor of The Journal of Education.

SIR,—As the final paragraph of my last letter seems to have caused a slight flutter in certain educational dovecotes, let me make its meaning clear by an example. For the "Internal" B.A. *Pass* Examination, 1903, there were *two* successful candidates: for the corresponding "External" examination there were 126. Was it worth while to hold the separate "Internal" examination, especially as a large proportion of the "External" candidates came from "schools" of the University (nine coming up from one women's college)?—Yours, &c., YOUR CORRESPONDENT.

COLONIAL AND FOREIGN NOTES.

FRANCE.

Teaching by Sight.

In the mid-January number of the *Revue universitaire* M. Paul Despiques has a short, interesting article in which he pleads for the introduction of the magic lantern as an aid to teaching in the *lycée*. Speech is powerless, he contends, to bring the colour of past ages or vanished civilizations before the eyes of children. History in particular, but geography also, should be taught through the eye. Pictures have long held a place in the school, special collections of them having been made for history by MM. Lavisse and Parmentier, for geography by MM. Dubois and Guy. But a picture cannot easily be seen by a whole class at once, and it is costly to provide albums for the use of small groups of pupils. In order that teacher and scholar may simultaneously not merely contemplate, but *study*, a pictorial representation, no device is so serviceable as the lantern slide, which has already proved its value in after-school work. It would be no less useful in the *lycée*, being capable of giving amusement as well as instruction. By means of its projections the ideal of collective teaching may be realized. M. Despiques would like to see the screen hanging on every class-room wall, shutters adapted to produce artificial darkness, the apparatus all ready in a cupboard, and the slides arranged like the books of a library. Every month or every fortnight views, historical and geographical, should be shown. La Beauce and Champagne should be pictured beside Mont Blanc; Clovis should pictorially invoke the God of Clotilde, and Raimond du Puy capture a host of infidels.

by Phonograph.

Certainly a teacher who has his pupils well in hand may use lantern illustrations with great advantage. Writing of them reminds us that we have heard nothing lately of the phonograph as educator; yet once it was about to make the teacher almost superfluous. Could not a description of the Roman Army and of the Roman Book (two things deemed indispensable now in every edition of a Latin author) be inscribed on a cylinder and reproduced at need? The phonograph might then be employed as an instrument of discipline no less than as an auxiliary to instruction. To speak seriously, any mechanical appliance is good that relieves the tedium of constant reading upon subjects remote and therefore uninteresting. Many of our older schools have still to learn that *education by book* is not the only form of education known to modern pedagogy.

Privileged Careers.

At the last session of the Conseil académique de Paris, M. Debove, Dean of the Faculty of Medicine, commented on the overcrowding, dangerous from many points of view, of the medical profession. He attributed it to the notion of privileged careers that has taken the place of the old idea of privileged classes; and he begged that all those concerned with the education of the young would unite in combating the prejudice against manual work. A profession, he suggested, that becomes daily less able to feed the man that follows it hardly deserves the name of liberal. In England we have already reason, and with the multiplication of Universities we are likely to have still more reason, to deplore the effects of the misconception to which M. Debove calls attention. It has frequently been urged in this column that education is good in so far as it promotes the happiness of the individual or makes public opinion more just, but injurious when it draws youth from the useful to the genteel merely for the sake of the gentility. The only privileged careers are those which yield a livelihood from congenial employment; and it is the duty of the schoolmaster to say so.

Hours of School.

At the same meeting of the Conseil académique de Paris the Dean of the Faculty of Law had also to report—with tempered enthusiasm—a steady increase in the number of law students, now 4,857! But we will not labour the point, but pass to another topic. The best time to hold school has always been a subject of dispute. In France, a lively attack has been made on the system of the *lycées* in which much afternoon work is done. It is urged that all classes and preparation should be distributed over the morning, and that no pupil should be required to exert himself after his midday meal. The hygienists, says M. André Balz, stick at nothing. Soon the students of whom they dream will resemble the humourist, a lover of the *far niente*, who could never work between meals. There is a remarkable conflict of opinion. Some *professeurs* hold that with certain temperaments, which need the excitements of the day to rouse them, evening work is more easy and more productive. On the whole, it seems best to make distinctions. To leave the afternoon free is desirable for young children: that has been the practice for some time in the *lycées de jeunes filles*, nor have the studies suffered from it. Moreover, climate must be taken into account; for what is expedient at Lille would be harmful at Marseille. No uniform system obligatory upon all could well be applied to France. As to England the same statement holds good; but we advise, if we may advise, our readers to have morning school in summer as early as possible, and to let the low forms go free on the hottest afternoons.

Lace-making in Schools.

We reported a few months ago the passing of a Bill by which an attempt is to be made to revive the declining French industry of lace-making by hand. The details of the practical working out of the scheme—on a modest enough scale—are now published in a Ministerial Circular. The credit voted by Parliament in the Budget of Public Instruction is but 10,000 francs. In three normal schools—those of Puy, Caen, and Alençon—work-women will give a three years' course in the art to future schoolmistresses, who will thus be trained to teach it to the children under their charge. Meanwhile, until these trained teachers are available, work-women will instruct the children directly in the communes where the industry has prospered and still survives. These communes are those in the departments of Haute-Loire, Calvados, and Orne, and those in the districts of Bailleul (Nord), Mirecourt (Vosges), Luxeuil (Haute-Saône), Tulle (Corrèze), and Arlanc (Puy-de-Dôme). Having already expressed our sense of the objections to lace-making by hand as a school subject, we have only to add that it is a strange industry that needs a Government grant of £400 to keep it alive. Either the patient is not very sick or the doctor not greatly in earnest.

UNITED STATES.

Indian Schools and Children.

The annual report of Miss Estelle Reel, the Superintendent of Indian Schools, shows that nearly twenty-nine thousand children were on the register last year. There are three thousand persons engaged in Indian school work, as against 221 in 1877. Figures further demonstrate that the increased educational activity has not been without its effect on the people. The Indians have 25 per cent. more land under cultivation than they had in 1890; whilst the number of them wearing

civilized dress has risen in the same time from 118,196 to 143,974; the number that can speak English from 27,822 to 62,616, and the dwelling-houses from 19,104 to 26,629. More interesting than the figures are some of the details of the work. The young Sioux are getting not only a fair degree of book learning, but they are being taught agriculture in a practical way. There is a garden connected with each school, and they are shown how to plant and cultivate potatoes, beans, cabbages, and various other vegetables. Wherever irrigation is feasible they are shown its application. The young girls are instructed in housekeeping, cooking, sewing, mending, and the like. They take to these arts readily and are much cleverer with their fingers than white children. While excelling in manual dexterity, the Indian children are slow to comprehend abstract ideas. They can be taught to cipher very well, but mental arithmetic puzzles them sadly. They take delight only in the tangible and the concrete, in something that they can perceive with the eye. For the future it is of good omen that the parents no longer are opposed to the attending of the schools by their children.

Special Physical Training.

While some American journals are discussing the dangers of athletics and the growth of professionalism, the editor of the *Journal of Pedagogy* addresses himself to an aspect of physical training that has not yet received the attention it deserves. We train our boys and girls in mass, all those of a group taking the same exercises; whereas special corrective exercises should be arranged to meet the wants of individual pupils. Let us quote the editor's contentions:—"It requires only a limited observation of children as they enter school to note that physical defects of one kind and another are the rule rather than the exception. Children are seen to be restless, round-shouldered, and flat-chested. In many cases relaxation characterizes their movements, that elasticity and vigour which are the accompaniments of abounding health being lacking. These and similar shortcomings can be made good, and it is in the removal of these defects that physical culture in the public schools is full of possibilities. For the correction of physical defects of this nature something more than a few minutes' daily exercise in large classes is necessary. Something like a clinic should be carried on in each school by a qualified instructor in physical training, in which it is the object to prescribe special exercises for the correction of the defects most apparent in the different children. By a series of systematic and progressive exercises of the right kind to be carried out at school and home many serious defects, like round shoulders, curvature of the spine, and imperfect breathing, may be entirely cured."

The Dead at Chicago.

With certain reservations, we have faith in the educative power of the drama. The extent to which the Americans believe in it seems to have been revealed in a very tragic form. Our readers will still have vividly in mind the disaster at the Iroquois Theatre, Chicago, on December 30. Among the six hundred persons killed in the terrible half-hour were thirty-nine Chicago teachers and 102 pupils. The city schools thus furnished nearly a fourth of the victims. A memorial meeting for the dead was held at the City Normal School in Englewood. It has yielded matter for comment that not a single member of the Board of Education was present.

Anxious not to be misunderstood, we repeat an observation made in our November number that we are in favour of adapting education—always provided that it remains education—to the requirements of life. This is, in effect, a leading formula of modern pedagogics. On the other hand, no responsible person has ever said that every requirement of life is a legitimate matter of educative instruction. To prevent misconception, we express ourselves by means of a blunt example:—It is justifiable or advisable to introduce agriculture into a University course, but not potato-peeling. We are led to write thus by several recent "developments," but more particularly by a paper in the *Educational Review* upon the curriculum of the Columbia University School of Journalism, founded, as we reported, by the munificence of Mr. Joseph Pulitzer. The School, we are informed, must deal with two things—the science of journalism and the art or practice. As to its general programme, relating to what is called the science of journalism, there is little to be said. The law and ethics of journalism and the history of the press are proper subjects for University study. Nor will the school be doing wrong to teach "the art of writing accurate and readable reports of sermons and lectures, meetings, games, and all public affairs in which the reporter does not demand the time and attention of innocent third persons." But the School is to go further. "Advanced reporting," it appears, "will tax the ingenuity of the faculty, which will score a triumph if it devises an effective method of instruction. For example, one of the reporters on a metropolitan paper makes the round of the banks. In time he proves that he is discreet, trustworthy, resourceful, and that his calls are not an impertinence; for he can help the banks by publishing carefully written news of their enterprises. Thus he wins attention which would never be accorded to the stray inquirer, and he picks up miscellaneous news, important interviews, and expert opinions on the money market and financial legislation. Another reporter visits the railway offices; another, the politicians. These reporters, through contact with many people, have come to understand when a person is talking for publication and when in confidence, and when they must modify in print the free style of conversation; they have learned to approach all kinds of men, *to persuade the reluctant to unlock their secrets;* as news-gatherers, they have acquired a skill far above that of the reporter of a sermon or lecture. But the problem in carrying students beyond the rudiments is to give them this very experience of men and affairs." Can it seriously be proposed, we ask, to instruct young men, under the *ægis* of a University, how to go about persuading "the reluctant to unlock their secrets," with the design of publishing their incautious revelations? As to style and manner of writing, "the teaching must be done by expert copy-readers. The copy-reader has been a reporter and has been slashed unmercifully. He learned early to display the salient features of his news in the first sentence or two, and to arrange paragraphs so that, with limited space on the make-up, the less important matter can be quickly dropped out. He has had daily exercise in cutting a dull story of two thousand words into an interesting one of five hundred." Stories, we suggest, that admit of this treatment must have singularly artistic qualities, like the pictures that would be improved by painting three-fourths of them out. But, to proceed, making-up "is entitled to a subordinate place in the curriculum if the School is equipped with a printing office. Members of the class in making-up may get a glimmering notion of the necessity of well written and edited copy. They will be unable to put together a decent looking page unless the several kinds of heads are exactly right; they will fail to condense nine columns of matter into seven unless the 'stories' have been so skilfully constructed that two columns of the less important stuff may be thrown out. They will discover that out of the average ten columns a third can go by the board without great loss to anybody; and the process of sifting the wheat from the chaff should be a liberal education in the relative significance and interest of different kinds of news and different parts of the same article."

It is very interesting; but what in the world has all this to do with University education? It goes too far. To apply our own example, it is potato-peeling, and not agriculture.

NEW BRUNSWICK.

Teachers' Union.

The teachers of New Brunswick (Canada) have formed a union; their constitution says they desire: "First, to aid the cause of education; second, to exalt the character and efficiency of teachers; third, to lengthen the period of service for teachers; fourth, to increase the salaries of teachers, and so render the profession more attractive and permanent; fifth, to use all honourable means to secure the passage of laws beneficial to the profession, and to improve the condition of teachers and schools. They have fixed on a minimum salary scale as follows:—Men, first class, $275 a year; second class, $200; third class, $150. Women, first class, $160; second class, $130; third class, $115. But to these sums the Government adds certain sums—in many cases an equal amount." We extend the hand of greeting to our brethren in the West and cordially wish them success.

UNIVERSITIES AND SCHOOLS.

BEDFORD COLLEGE FOR WOMEN.

During the last five years distinction in the Examination for the Teachers' Diploma has only twice been awarded, and on both occasions it has been gained by a student of Bedford College. Previous to 1898 it was awarded four times. The Diploma was first awarded by the University of London in 1883.

OXFORD.

The chief event of the past month is, of course, the "Greek Question" vote in the Congregation of February 9. The agitation, which has now lasted intermittently for a year and a half, quickened towards the close, and letters to the newspapers, Oxford fly-sheets, and papers in the columns of the *Oxford Magazine* have been fairly numerous and voluminous for a month past. The reformers had hopes; but nobody really knew what the result would be. There was an anxious five minutes when the *placet* voters were all polled and the *non-placets* at the opposite door were still being counted. It was an accident, for the reformers, when the poll was announced, were found to be in a majority of 2—*placets*, 164; *non-placets*, 162. I do not dwell on the discussion, for, in truth, the interest of the debate of 1902, after a year's private ventilation of the subject, could not possibly be revived. The

speakers—three reformers to one opponent—accomplished their up-hill task with credit, particularly Mr. Macan; but we came to vote, and not to be persuaded. If anybody was there with "an open mind" (usually the most hopeless class of voters), he must have been exceptionally lazy, or exceptionally incompetent. Let us hope there were few.

It is perhaps worth mentioning, as several well informed journals went astray on the point, that this vote did not pass a statute, but only four resolutions. Greek is not "abolished" at Oxford—not even Responsions Greek: the only result of the vote of February 9 is that a statute will be now drafted to give effect to the resolutions, and to enable candidates for Honours in Science and Mathematics to enter for the B.A. examinations without giving evidence of "a minimum knowledge of Greek" as it is euphemistically called. The practical result of the vote is at once insignificant and precarious: for the small majority may easily be upset at one or other of the coming stages of legislation. But, nevertheless, the reformers are right in thinking the incident important: for undeniably, whatever the fate of this proposal may be, the first majority in favour of making Greek optional at either of the older Universities is now an accomplished fact. The agitation began at Cambridge in 1879; and since then there have been five defeats of the Reformers, three at Cambridge and two at Oxford. This is the first victory.

Meanwhile two more statutes have recently been passed without opposition, which have some interest as further evidence of the same desire and effort to accommodate to modern conditions the somewhat rigid regulations of past times and to make an Oxford course of study more widely useful. The two statutes may be treated as one; for, though one deals with students from foreign Universities and the other with students from Universities within the United Kingdom, the provisions are practically identical. The main object can be given in one sentence: it is to afford facilities to students (whether British or foreign) at other Universities to complete their studies at Oxford and to graduate without having to go through the whole Oxford course from the beginning. It resembles somewhat the convenient German arrangement whereby time spent and studies pursued at one University entitle a candidate to privileges at another; and it also is in principle the same as the Oxford statute which allows privileges to the affiliated colleges. The provisions may be briefly summarized. Students who have resided two years elsewhere and reached a sufficient standard in the examinations incident to the course are exempted from Responsions, and only require for an Honour degree two years' residence in Oxford; for a pass course, three years. These are called "junior students." The "senior students" are those who have resided three years elsewhere, and taken Honours in the final examination; and these are exempted from both Responsions and all preliminary or intermediate examinations, and can graduate in Honours after two years' residence in Oxford. One proviso applies to both classes: they must show "a sufficient knowledge of the Greek language"—a phrase which is explained in a schedule to mean the Responsions (or any higher) standard of Greek. This last proviso was clearly inserted because the statute was drafted before the Greek vote. It remains to be seen whether any modification will be now attempted.

Another interesting item is a communication from the War Office offering Army commissions for competition among members of the University, the candidates "before selection having graduated at a residential University to be approved by the Secretary of State. These approved Universities will appoint a Nomination Board. The candidates who contemplate standing will "devote attention to military subjects," take part of the needful military training during their University course, and the University authorities have been found "prepared to co-operate" in providing means for the "intelligent study of several branches of military science and history." The prospective candidates (to use a familiar and convenient term) will also have to be "attached to regular military units" for twelve weeks (taken in one year or two) for training purposes: and will have to qualify in military subjects at a half-yearly examination. The whole document is evidence that the military authorities have genuinely woke up (not before it is time) to the need of a more efficient supply of intelligence in the Army; and have taken a leaf out of the book of the Civil Service, which has in recent years been so prepotent a competitor for the services of successful University men.

A proposal has been made which has excited some comment in the newspapers, and seems likely to lead to a theological controversy of a sort from which in recent years we have been happily free. The growing toleration of the last thirty or forty years, and the Test Act which was both the effect and still more the cause of that toleration—and the presence in our midst of High Church, Congregationalist, Unitarian, and Jesuit colleges, without the least disturbance of academic peace and harmony—have all produced an effect which to a former generation would have been incredible. The present issue arises out of an attempt to remove a rule which is really a survival and is to-day an absolute abuse. This rule is that examiners in the Honour School of Theology are still, as of old, obliged to be members of the University in Priests' Orders, and therefore, of course, members of the Church of England. There is no kind of reason for this restriction. The school, like other schools, is under the control of a Board, with (as usual) some *ex-officio* and some elected members; and there is no restriction (of religious belief) on the election. No candidate for the school need be a member of the Church of England, and no teacher, except the professor, who has to be a Canon of Christ Church. There are several learned theologians in Oxford quite competent to examine; and indeed the most learned theologian in the place is a Nonconformist. If it be argued that a man of one sect cannot fairly examine a man of another, the answer is that under the present system that is habitually done, since Nonconformists of all sorts have to be examined by those "in Priests' Orders." This has been habitually done, and there has never been a suggestion of unfairness; nor does anybody believe really that there would be if the situation were reversed. It is to be hoped that the mischievous and unworthy restriction will be removed.

There has been a long delay in the announcement of the impending election to the new Professorship of English Literature. It is understood that the difficulty was to get an adequate emolument: and after much effort it is now announced that the Professor will have £600 a year. That is a small sum to secure the services, as the University ought certainly to do, of an English literature scholar of the highest qualifications. But it is asserted that in our present impecunious condition no more can be raised. We have to console ourselves with the hope that there are many men with whom the prestige and other attractions of Oxford will prove sufficient to weight the scale that other wise would be too light.

A very interesting appointment is that of Prof. Vinogradoff, late of Moscow, to the Corpus Professorship of Jurisprudence, previously held by Sir Frederick Pollock. An admirable linguist with complete command of English, he has pursued both in Germany and on various occasions in England for many years past his legal, historical, and economic studies, particularly in connexion with land tenure. He made important discoveries in the British Museum; and his great work "Villainage in England" is regarded as our leading authority on the early constitution of the Norman manor. His inaugural lecture, which will excite unusual interest, will be given in Corpus Christi College on March 1.

The death is announced of the Right Rev. C. W. Sandford (Christ Church), Bishop of Gibraltar, formerly Tutor and Censor of Christ Church, aged seventy-five; of the Right Rev. H. N. Churton, Bishop of Nassau, aged sixty; of the Rev. H. Moore, Fellow of Worcester, aged seventy-two.

The following announcements have appeared:—

An offer by P. F. Walker, Esq., of £1,200 towards founding a Studentship in Pathology.

A decree for spending £150 a year for the teaching of Arabic by a native *sheik*.

Appointments: Delegates—University Extension, President of Magdalen (T. H. Warren); the Museum, H. T. Gerrans (Worcester), and Elementary Training, G. R. Scott (Merton), reappointed. Curators—Taylorian, P. F. Willert (Exeter); Bodleian, Sir W. Anson (All Souls') and T. W. Jackson (Worcester), reappointed; Sheldonian, Warden of Wadham College. Board of Studies (Modern Languages), elected—H. A. Fisher (New), T. H. Warren (Magdalen), E. Armstrong (Queen's), P. E. Matheson (New), W. P. Ker (All Souls'), H. T. Gerrans (Worcester). School Governors—Rev. P. Medd (University), Ladies' College, Cheltenham; F. Fletcher (Balliol), Marlborough College.

Hon. Degrees: D.D.—Rev. W. J. F. Robberds (Keble), Bishop elect, Brechin; D.C.L.—H. Wilde, F.R.S., Founder of Wilde Readership.

Lectures: Professor of Jurisprudence (P. Vinogradoff), Corpus Christi, March 1; Grinfield Lecturer (Rev. H. A. Redpath), Queen's, February 11; Wilde Reader (W. M'Dougall), February 2; Professor of Music (Sir H. Parry, Bart.), February 17; Slade Professor of Fine Art, "Pictorial Art, Eleventh to Fourteenth Centuries," February 24–26; Professor of Poetry (A. C. Bradley), "Shelley's View of Poetry," March 4; "Afternoon Lectures," St. Giles's, Rev. T. W. Gibson, Vicar.

University Scholarships: Mathematical—Senior, W. E. Grimshaw (Corpus Christi) and S. T. Shovelton (Merton), *æq.*; Junior, G. C. Bastindale (Balliol). Exhibition—R. L. Reiss (Balliol). Davis Chinese—F. Clayson (Queen's).

CAMBRIDGE.

New Buildings. His Majesty the King has graciously announced his intention of visiting the University with the Queen and Princess Victoria on March 1, to open the buildings lately erected for the Geological Museum, the Medical School, the Botanical Department, and the Squire Law School and Library. This group of structures has cost well over £120,000, a considerable portion of this sum being derived from benefactions obtained directly or indirectly through the agency of the Cambridge University Association. Of this body the King is Patron and the Chancellor is President. It is fitting that their presence should grace the proceed-

ings by which these great additions to the equipment of the University will be formally dedicated to its use. An address in the Senate House, a luncheon at the Fitzwilliam Museum, an inspection of the buildings, and a series of receptions are among the events of the day.

Recent donations have brought the total of the Benefaction Fund up to nearly £72,000. In addition to these several important bequests have been, or will presently be, received for specific objects.

Cambridge Army Candidates.

The new regulations of the War Office for the admission of University candidates to commissions in the Regular forces have led to proposals for the establishment of a Board of Military Studies in Cambridge. Its duties will be to arrange for the registration, supervision, and instruction of members of the University who are candidates for commissions in the Army; to provide for the nomination of candidates who have satisfied the conditions of the War Office; to recognize teachers in military subjects; and to correspond with the military authorities and with other Universities on matters connected with military education. Cambridge candidates who have taken a First Class in any Tripos may, under certain conditions, become entitled to a year of seniority on receiving their commissions. Other candidates will be required to have at least taken their degrees, and to have kept the full residence necessary for this purpose. At present one part of the "General" Examination and three terms' residence suffice for a University candidate. It is clear that the military authorities count on obtaining a class of officers who are somewhat older and somewhat better educated than heretofore. The effect on the "Army class" and the "Army coach" remains to be seen.

A Syndicate has been appointed to consider what changes, if any, are desirable in the method of election to professorships governed by statutes prior to 1877. Some curious anomalies in this particular were pointed out in a recent memorial to the Council of the Senate.

Much sympathy has been felt for the Dean of Westminster, owing to the untimely death of his brother, the Rev. Forbes Robinson, Fellow, Chaplain, and Divinity Lecturer of Christ's College. He was a fine scholar, and a recognized expert in Coptic and other Oriental languages. He died on February 7, during a visit to London, at the age of thirty-five.

Compulsory Greek.

Some stir has been caused by the formation of a Committee for the purpose of resisting any proposals for the abolition of "compulsory Greek." It is well known that a special Syndicate is now considering the whole question of the studies and examinations of the University; but, as absolutely nothing is or can be known regarding the proposals it is likely to make, the activity of the Committee in collecting beforehand promises to vote in a certain way, whatever the nature of the proposals may be, is regarded by many as savouring of "Jedburgh justice"—"sentence first, trial afterwards." The result of the recent vote at Oxford has, no doubt raised apprehensions, which have led the Conservatives to assume the offensive by way of defence. A Philhellene, in the *Cambridge Review*, is moved to cry: "Non defensoribus istis!"

Latham Fund.

Mr. Henry Latham, late Master of Trinity Hall, bequeathed some £17,000 to the University, for the purpose of establishing a fund from the income of which grants may be made to aged or infirm members of the University who have been engaged in University and college work, or to their necessitous widows and children. By the lapse of certain intermediate interests, the bequest is now available, and the trust has been duly accepted by the University.

University Press.

By a new arrangement, the University is to dispense with a partner in the publishing business of the Press. Mr. C. F. Clay, who has hitherto been in partnership with the University, will, in conjunction with the Secretary of the Syndicate, undertake the management of the publication department. The printing business is to be a separate concern, wherein Mr. J. Clay continues to be a partner. Since 1895 the profits of the Press have produced about £5,000 a year, of which the greater part has been expended in the purchase of land and other property for the use of various departments.

A memorial from the Royal Society has been published by the Vice-Chancellor. It urges the University to consider the desirability of so modifying its regulations as to ensure that a knowledge of science is recognized in schools and elsewhere as an essential part of general education. The memorial will no doubt fall to be dealt with by the Studies and Examinations Syndicate, which is now sitting.

The Council proposes to nominate a Syndicate to draw up a scheme of instruction and examination in Mining Engineering, in view of recent legislation requiring a course of scientific instruction as part of the qualifications for legally qualified managers and engineers of mines.

By the generosity of Dr. Stanton, a University Lectureship in the Philosophy of Religion is to be established, with a stipend of £100 a year.

The University Appointments Board reports a prosperous year. During 1903 ninety-three appointments were obtained by graduates on the register of the Board, and through its introduction.

Appointments.

The following elections and appointments are announced:—Dr. A. W. Ward, Master of Peterhouse, to be a Governor of Bury St. Edmunds Grammar School; O. W. Richardson (Trinity) to be Clerk Maxwell Student in Experimental Physics; R. K. Gaye (Trinity) to be Hare Prizeman in Ancient History; H. W. V. Temperley (King's) to be Prince Consort Prizeman and Seeley Medallist in Modern History; Dr. C. V. Childe (Corpus) to be member of the Council of the Cheltenham Ladies' College; Dr. J. Gow (Trinity) and W. B. Ransom (Trinity) to be Governors of University College, Nottingham; Dr. H. K. Anderson (Caius) to be University Lecturer in Physiology; the Very Rev. A. E. Campbell (Clare), Bishop-elect of Glasgow and Galloway, to be D.D. *honoris causa;* Mr. H. F. Newall (Trinity) to be Assistant Director of the Observatory; C. Sully and A. E. Dobbs (King's) to be Members' English Essay Prizemen; I. Bancroft (King's) and S. W. Cole (Trinity) to be Demonstrators of Physiology; K. J. Freeman (Trinity) to be Craven Scholar; R. L. G. Butler (Trinity) to be Porson Scholar; J. T. Sheppard (King's) and F. C. Greene (Pembroke) to be Chancellor's Classical Medallists; H. N. Nowell to be Norrisian (Divinity) Prizeman; Sir Clements R. Markham, K.C.B., and Dr. J. Scott Keltie to be members of the Board of Geographical Studies; Dr. Nuttall, Sir Patrick Manson, K.C.M.G., and Major Ronald Ross to be Examiners in Tropical Medicine.

MANCHESTER.

The Manchester Grammar School is specially to be congratulated this month on the fact that two of its *alumni*, Mr. W. E. Grimshaw and Mr. S. T. Shovelton, have been bracketed for the blue ribbon of Oxford mathematical scholarship. A subscription has been set on foot among the old boys of the school for placing in the gymnasium a memorial to those who served in the late war.

Early in the month meetings were held of the Courts of Governors of the University and Owens College respectively, at which resolutions were passed approving the Bill for the incorporation of Owens College in the Manchester University. On the same occasion, on the motion of Dr. Maclaren, the names of Dr. Sanday and Dr. Fairbairn were added to the Advisory Committee of the new Faculty of Theology.

The Education Committee have considered the application for grants in aid, referred to in last month's report, with the result that the following sums have been voted:—Manchester University, £4,000; College of Music, £300; Grammar School, £600; High School for Girls, £300, with further grants to other institutions. The Salford Committee have made grants of £300 a year each to the University and the Grammar School.

Owing to the fact that the supply of suitably prepared students for the School of Technology has been very unsatisfactory, the Committee have decided that from August 1 the Central Municipal School shall be constituted a secondary school under Division B. As the Head Master wishes to retire, the Committee are proceeding to appoint a successor at a salary of £650.

In accordance with the scheme the Governors of the High School have invited applications for the post of Head Mistress of the North Manchester High School for Girls, of which Miss Patterson is at present acting Head Mistress.

The Practising School opened by Miss Dodd in connexion with the Day Training College for Women at the University has proved so successful that additional accommodation has had to be provided for it.

Prof. Sadler's lectures on American education on Wednesdays come to a close on March 2. At his classes for teachers on Saturdays, which are now finished, he has discussed the question of the beginning of the teaching of Latin, the teaching of patriotism, the teaching of social questions, and the leaving examination.

WALES.

Increase of Treasury Contribution to the Central Welsh Board.

The Executive Committee of the Central Welsh Board reported at the meeting held at Shrewsbury in November last that the Board of Education had been satisfied that the Central Board was in need of further funds to enable it to perform its present functions with efficiency, and that, as the Central Board had exhausted its own resources, an application to the Treasury would receive the support of the Board of Education. The application was accordingly made, and it is now rumoured that it has been successful. The present contribution from the Treasury, which is only £500, will probably be found to have been more than doubled. This will enable the Central Board to wipe off its adverse balance very soon, and to do work which the bank-book at present vetoes.

The C.W.B. and Science Teaching in Schools.

The controversy between the authorities of the Merthyr County School and the Central Welsh Board in connexion with the science teaching at that school has occupied considerable space in the columns of the South Wales Press. Without an exact and full knowledge of the facts of the case no judgment can, of course, be pronounced on the merits of the dispute. Generally speaking, however, there is no doubt that there is an impression among the teaching staffs of the county schools that, to say the least, mercy seldom seasons the justice of the science inspectors and examiners of the Board. At the last meeting of the Central Welsh Board a member of the teaching profession stated that there was great dissatisfaction with their methods of inspecting and examining and their demands on the schools. There was no discussion of these allegations at the time; but it is understood that the matter is to be brought up again at the next meeting of the Board in connexion with the Merthyr School correspondence.

Age Limit for County Scholarships.

The question of the age at which pupils from elementary schools should enter secondary schools was discussed at the recent conference between primary and secondary teachers held at Swansea, and there was absolute unanimity on both sides as to the necessity of "catching them young." It is very disappointing, therefore, to find a deputation of the elementary teachers of Carmarthenshire asking the County Education Authority to retain fourteen as the age for scholarships tenable at the county schools. Those who know anything about the working of intermediate education have long deplored the great harm done by the practice of keeping so long in the elementary schools boys and girls who are intended for a course of secondary education; and it was hoped, especially after the Swansea conference, that the primary teachers of Wales would join with the authorities of the county schools in a movement to reduce the age limit for county scholarships, the factor which decides the age at which the vast majority of the pupils of the county schools enter. It should certainly be not more than twelve, possibly less.

Pupil-Teachers.

But little has been done so far by the new Education Authorities to improve secondary education in Wales. They have not quite got their bearings yet, and the no-rate-aid-to-voluntary-schools agitation has a blighting influence on the consideration of real educational problems. The most notable development of the last month was the decision arrived at by the Merionethshire Education Committee to educate the pupil-teachers of that county in the county schools. The details of the scheme, which was prepared by Prof. Phillips, of Bangor University College, a very sound and practical educationist, have not been so far published. The only other county where any considerable progress has been made with the pupil-teacher question is Carmarthenshire. At Llanelly the Pupil-Teachers' School has been transferred from the Centre to the premises of the County School. The position is rather curious. Though the Pupil-Teachers' School and the County School are carried on in the same building, and under the same head master and head mistress, the two institutions have not been amalgamated. The Pupil-Teachers' School is financed and administered by a different board from the County School, and the assistant staff is differently appointed. This is probably only a transitional stage. Rumours are rife as to the intentions of other County Education Authorities. It is said that the Education Committee of one of the largest South Welsh counties intends to raise a loan to provide extensions for its county schools and to levy a rate to supplement the funds available under the Welsh Intermediate Education Act, which have been found to be inadequate. Nothing definite, however, has been done as yet.

Board of Education for Wales.

Just before the opening of Parliament the Welsh Press and some London papers declared with every semblance of authoritativeness that the Government had decided to form a Welsh branch of the Board of Education under the charge of a "prominent Welsh educationist." It is strange that this rumour should be so frequently revived, for it is difficult to see who is in favour of such a development. It would not help the Government if they are determined to fight the Welsh County Councils. If, on the contrary, they intend to give in to the no-rate-aid-to-voluntary-schools party, a Welsh branch of the Board of Education would in no way satisfy the leaders of the party, who want to make the proposed Joint Board an Education Department for Wales uncontrolled by either Whitehall or South Kensington. The secondary-school system of Wales is excellently administered by the Central Welsh Board. Should that be superseded by a Board unqualified through lack of expert knowledge to look after secondary education (and the proposed Joint Board may easily be such, if its promoters get their own way), the secondary teachers of Wales would prefer being under the control of the Board of Education as at present constituted to being under that of the Welsh branch. The elementary teachers of Wales, too, as far as can be judged from the recent speeches of their leaders, are in no way favourable to the formation of such a wing of the Board of Education. Why, therefore, constant contradiction does not kill the rumour is a mystery.

Welsh National Library and Museum.

The authorities of the Aberystwyth University College are sending deputations to the County Councils of Wales in support of a memorial which is being presented to the Treasury, asking that, whenever a grant is allocated to a national library and museum in Wales, a share of it may be earmarked for the college. The eloquence of the deputations seems to be very persuasive, for several Councils have already acceded to their request. It is much to be feared that, with the best intentions in the world, the Aberystwyth University College is spoiling whatever chance there was of obtaining the money necessary for building and maintaining the national library and museum which all Welsh educationists have so long worked for. Both Liberal and Conservative Governments have repeatedly told the Welsh members of Parliament that when Welshmen are agreed among themselves which town is to be considered the capital of Wales a grant will be forthcoming, but not until then. The only town which is ever likely to be so considered is Cardiff. By its present action Aberystwyth is injuring Cardiff without any prospect of benefitting itself.

SCOTLAND.

Three-term Session.

The proposal to institute a three-term session in Arts, which was made by the Glasgow Faculty and Senate some years ago, is now taking definite form. In April last a private conference of representatives from the Arts Faculties of St. Andrews, Glasgow, and Edinburgh was held at Edinburgh. Aberdeen, which was also invited, did not send representatives. As a result of the conference various resolutions were printed, and these have been under the consideration of the Universities during this winter. These resolutions suggest that, in the case of most subjects, the lectures at present given in the crowded winter session of twenty weeks should be spread over a teaching session of not less than twenty-five weeks, divided into three terms according to the convenience of each University. As there are certain subjects in which it is desirable that less time should be given to formal lectures and more to essay work and to the less formal instruction of the class in separate sections, it was also resolved that the number of class meetings in each session should be not less than seventy-five in the case of ordinary classes, and fifty in the case of Honours classes. The methods of teaching in such various subjects as classics and philosophy ought to be very different; but the present system of a fixed one-hundred-lecture course for ordinary classes in every subject makes it practically impossible to obtain the freedom necessary for the best educational results. If the proposals of the conference become effective, it will be possible for individual courses to include anything between seventy-five and a hundred and twenty-five meetings of the whole class. This will be a great gain in elasticity; it will ease the undue pressure of the present session for both teachers and students, and it will ensure the study of each subject over a longer period of time than that which has hitherto been available. Exceptional cases are provided for by a resolution that, in special circumstances, a full course of not less than seventy-five lectures may be given in two terms.

M.A. Degree.

These changes can only be carried into effect by a considerable alteration of the present Ordinance regulating the M.A. degree. In view of this fact the conference passed a set of further resolutions, in which it is proposed to depart from the present system of requiring the study of seven independent subjects as a qualification for the ordinary degree, and to substitute for this seven courses in five subjects. The idea is that in each of two cognate subjects the students should take two courses in different years. This would mean a greater continuity in study for the degree and a much better knowledge of one great department than can be gained in a six months' course. It was proposed to leave the definition of cognate subjects and the limitation, if any, of the subjects which a candidate may choose to be determined by the Senate of each University on the advice of the Faculty of Arts. This is a very important change. It will give freedom to each of the Universities to arrange its degree on the educational lines which seem to it most desirable, and to modify its regulations from time to time, according to its experience and circumstances, without framing a new Ordinance, which would require the assent of the other Universities and of the Privy Council. Unless some such freedom, with its corresponding responsibility, is granted, one sees little hope of an escape from the present regulations, with their unsatisfactory and chaotic results. It is a freedom which is already enjoyed by the new as well as by the old Universities in England, and the conditions and needs of St. Andrews, Glasgow, Aberdeen, and Edinburgh are as varied as those of Liverpool, Manchester, and Birmingham. The present high Preliminary Examination, which will remain the same for all the Universities, is a sufficient deterrent to any competitive cheapening of degrees, apart from the fact that the Universities are now well aware that any such cheapening is a bad policy.

Similar resolutions were adopted for the Honours degree, for which it is proposed to require four subjects instead of five as at present. St.

(*Continued on page 212.*)

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Andrews and Edinburgh have approved the general scheme, with some modifications of detail. The Glasgow report has not yet been made; but it is understood also to be favourable. There is, however, a general feeling that some attempt should be made to obtain a voluntary agreement between the Universities as to certain main lines of study for the degree. Some time must, of course, elapse before an Ordinance giving effect to the new proposals can be drafted; but there is now little doubt that a strong endeavour will be made to alter radically the present system. There are still, however, many difficulties in the way, especially as provision has to be made for classes in different Faculties. For instance, summer courses in botany and physics (in the Faculties of Science and Medicine) must be harmonized with the three-term proposal if it is to succeed, and there is thus much room for further discussion and negotiation.

Carnegie Trust.

The most interesting matter in the annual report of the Carnegie Trust, which has just been issued, is the information it gives regarding the work of the Trust in the advancement of research and in the payment of fees. For the first award of research fellowships, scholarships, and grants there were 156 applications. Appointments were made to 5 fellowships and to 15 scholarships, and grants of varying amount were assigned to 50 applicants. For the purpose of facilitating research on the part of the Carnegie Fellows and Scholars the Trust has purchased for £10,000 the laboratory of the Royal College of Physicians of Edinburgh, "on the understanding that the College of Physicians and the College of Surgeons continue their present annual contributions of £750 and £200 respectively to the working of the laboratory; that the present Laboratory Committee, with the addition of two representatives of the Trust, continue the management of the laboratory as heretofore; and that this arrangement be for five years, at the end of which period, should either party decide to terminate it, the College should have a right of repurchase of the property and laboratory." The report insists on the tentative nature of the arrangement as one which provides for the prosecution of research pending the completion of the University laboratories, and also gives an opportunity of reconsideration in the light of five years' experience. There seems to have been some difference of opinion among the members of the Trust as to the wisdom of this experiment, and such eminent medical authorities as Principal Sir William Turner and Prof. Matthew Hay dissented from the resolution to purchase the laboratory.

As to the payment of class fees, it is reported that there has been a steady increase in all respects—in the amount of fees paid, in the number of beneficiaries, and in the average of fees paid per beneficiary. The total amount of the fees paid will this year again increase considerably, owing to the raising of the fees for certain classes (mainly scientific and medical) in some of the Universities, so as to equalize the fees in the four Universities. The total expenditure on fees for the year ending December 31, 1903, was over £44,000, while the beneficiaries numbered about 4,800. The fee-paying income of the fund is thus approaching exhaustion, and, as was anticipated, the Trust has resolved "to demand, on and after the beginning of winter session 1905-6, that a student of medicine, in order to become eligible for the benefits of the Trust, shall have passed the Arts or Science Preliminary Examination," or its equivalent; "or that he shall, after passing the Medical Preliminary Examination, have completed a qualifying curriculum of study in the four subjects of the First Professional Examination and have passed in two of the subjects." The immediate effect of this will be a decrease in the amount of the fees paid for medical classes; but ultimately it will tend to secure a higher level of general education in the case of the majority of Scottish medical students. The fee expenditure will be further reduced as the result of another regulation of the Trust which allows the payment of fees for a second attendance on a class only in exceptional cases.

Other points of interest in the report are the expectation that a Professor of Geology will be appointed at Glasgow before next winter session, and the fact that during the year six students have voluntarily refunded the fees paid for them by the Trust.

At a recent meeting of Aberdeen University Court Prof. Matthew Hay gave a very satisfactory account of the state of the University funds. The General Fund showed a surplus of £1,600 for the year, the chief increase of revenue arising from fees for degrees and from the surplus of the Fee Fund. Prof. Hay attributed the satisfactory state of the funds mainly to the growth in the number of students, but more particularly to the beneficent operations of the Carnegie Trust.

IRELAND.

The University Question.

Since the opening of Parliament, when it was made clear that the Government would not attempt legislation on the University question this Session, public interest in the matter has subsided. The ease with which the laity always abandon agitation in regard to the University question conveys the impression that with them that agitation is but half-hearted. The Nationalist leader, who before the commencement of the Session had "announced desperate revenge and battle dangerous" to the Government if the King's Speech did not mention a Bill to satisfy the Catholic educational claims, contented himself with a speech of vigorous invective, in which, however, Home Rule played a much larger part than the University settlement, and did not even move an amendment to the Address. It is believed that Mr. Redmond's policy is rather to endeavour to turn out the Government and then sway the elections by holding the balance between parties with the eighty Irish votes favouring which side will undertake to give Home Rule. It is well known that among the more political of the Irish laity there is a strong desire to obtain Home Rule before any settlement of the education question is attempted. They believe that an Irish Parliament would be able to establish a more liberal form of University education, less under the control of the Church, than any devised by an English Ministry.

With the knowledge that nothing will be immediately attempted the whole question has sunk into the background. At present the current belief is that the Government may possibly give a slight redress by granting some endowment to the Catholic University College in Stephen's Green. This college and the three Queen's Colleges—Cork, Galway, and Belfast—and Magee College, Derry, constitute the teaching colleges in connexion with the Royal University, the Fellows of which teach in these four colleges. While the other four are endowed, University College is wholly unsupported by the State, except through the salaries of the fifteen Fellows who teach there, which amount to more than £4,000 a year. Recently the Jesuit Head, Dr. Delany, presented to the Lord Lieutenant an account of the brilliant successes his college had won in spite of its poverty, and it is rumoured that this injustice will now be remedied by a grant of £6,000 a year. This, with the Fellows' salaries, will give an endowment of £10,000 a year to University College—about the same as that of each of the Queen's Colleges. It would be, however, no solution of the question, and rather an evil as tending to prolong the existence of the Royal University with all its serious defects.

The Provostship.

The appointment of the new Provost in the room of the late Dr. Salmon has not, at the time of writing, been announced. The appointment is in the hands of the Prime Minister, though it is assumed that he will consult the wishes of the Fellows. Many names have been mentioned, amongst others that of Lord Justice Fitzgibbon. It is unlikely, however, that a lawyer will be appointed, as the Board have petitioned, very rightly, that the Provostship may be conferred on a man of academic position and experience. It is generally believed that Dr. Mahaffy, as the most brilliant, capable, and energetic of the Senior Fellows, will be appointed, and this seems to be the best choice that can be made from among the men within the walls.

The Intermediate Board Scheme.

The Intermediate Board have announced that they must entirely suspend their scheme of inspection. This is due to the extraordinary refusal of the Treasury to sanction the spending of funds on carrying out the Board's arranged scheme of inspection, thus crippling and greatly injuring the reforms which they have undertaken to carry out.

The Intermediate Board have rescinded the very unwise rule which they passed excluding all who taught in any school or college which had intermediate classes from being appointed as examiners. It is much to be regretted that they so often make rules which they are obliged to withdraw. The instability and uncertainty of the arrangements is one of the worst features of the system.

The Department of Technical Instruction have summoned the Consultative Committee representing schools to a meeting on March 5 in reference to their arrangements for science classes.

SCHOOLS.

CITY OF LONDON SCHOOL FOR GIRLS.—Recent successes: London Matriculation, First Division: A. Chappell, O. Martin, D. Payne, and M. Walker; Second Division: E. Brown, A. Collins, and D. Sawyer. Société Nationale des Professeurs de Français en Angleterre: Medal in Division C. R. Mosbach-Amy; certificate, E. Stroude.

CLAPHAM HIGH SCHOOL.—In the Grand Concours Annuel held in December by the Société Nationale des Professeurs de Français en Angleterre the school won the Sèvres vase awarded annually by the President of the French Republic to the school obtaining the highest number of certificates. The Albert Barrère Prize for an essay was gained by F. Robertson, and certificates by M. Abbott, F. Carey, G. Smith, K. Darbishire, H. Kynoch, N. Seymour, F. Kelly, M. Chandler, M. Downes, M. Hain, A. Bailey, G. Cockerell, U. Reynolds, D. Ward, and W. Bindley. At the Drawing Exhibition held at South Kensington in January by the Council of the Girls' Public Day School Company the following prizes were gained:—Mr. Bousfield's Prize for Memory Drawing, by D. Hammonds; First Prizes for Plant Drawing, by E. Pott and S. Hitchcock; First Prize for an Original Composition, by E. Williams.

HAILEYBURY COLLEGE.—J. de G. Delmege has gained an exhibition of £35 at Worcester College, Oxford. The following have passed

(*Continued on page* 214.)

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direct into Sandhurst at the last examination :—W. M. Grylls, J. A. Story, and H. F. E. Childers. L. F. Bevington (O.H.) also passed into Sandhurst, and B. H. Elliott (O.H.) into Woolwich. Mr. F. H. Jeffery (Trinity College, Cambridge) has joined the staff, and Mr. L. B. T. Chaffey (Christ's College). Mr. C. J. Reid has taken the house-mastership of Bartle Frere House, in succession to the Rev. L. S. Milford, who has married. C. W. Furse (O.H.) has been elected an Associate of the Royal Academy.

LINDEN HALL LADIES' COLLEGE, CLAPHAM ROAD, S.W.—Miss Le Boutillier, proprietress of the Ladies' Anglo-French College, at the Concours spécial twentieth annual competition of the Société Nationale des Professeurs de Français en Angleterre, has been awarded the Society's silver medal for excellence of translation and general knowledge of French and English. This is the highest award for this "Concours."

ROSSALL SCHOOL.—The following scholarships and distinctions have been gained outside the school :—J. N. G. Johnson, Classical Scholarship, Queen's College, Oxford: S. F. S. Johnston, Classical Scholarship, Trinity College, Oxford ; V. Edwards, Meyrick Exhibition, Jesus College, Oxford ; D. R. Stephen, Mathematical Scholarship, Pembroke College, Cambridge ; H. Fyson, passed seventy-ninth into the Indian Civil Service ; E. H. Fitzherbert, I T. Courtney, and R. D. Harding passed into Sandhurst ; G. Cockcroft, London University Gold Medal and Exhibition for Anatomy ; G. W. S. Rowntree, Seatonian Prize Poem, Cambridge ; Col. J. K. Trotter, Deputy Director-General of Mobilization and Military Intelligence ; T. Richardson, Powell Prize, Incorporated Law Society ; J. St. C. Darlington passed twenty-fourth out of Sandhurst. Mr. Perkins's place has been taken this term by Mr. F. B. Wilson, the Cambridge cricket captain and racquets Blue. We came back on the 21st, and were delighted to find a new and quite imposing annexe to the dining-hall. Several other improvements have been made possible by this addition. Our choir gave a very successful concert at the School Mission in Newton Heath.

SEDBERGH, BALIOL SCHOOL.—The annual entertainment and prize distribution at this school was held in the Public Hall recently, and a large number of friends and visitors were present. The subject of the play, dramatized by the Principal, Dr. Skeat, was Moore's "Lalla Rookh," the legend of "The Fire Worshippers" being introduced as a play within a play. The incidental music and songs were taken from Moore's Irish melodies. The *tableaux* gave very picturesque effects, especially that of the Peris lamenting the death of Hinda. The graceful dances introduced received hearty encores from the audience. The prizes, distributed by Miss Richardson, of Barnard Castle, included form prizes gained by all the pupils with marks over 70 per cent. during the year, and a large number of special prizes for different subjects, offered by various friends of the school

WALLINGFORD GRAMMAR SCHOOL.—Co-educational principles have found their latest exponent in the Wallingford Grammar School, which has been re-opened this term under entirely new auspices. Hitherto the boys and girls have had quite separate buildings and have been under separate teachers, but now the whole school is combined under the Headship of Mr. H. Wade, of Oxford University, assisted by Miss Pownall Wright, of Cambridge University, as Head Mistress, with a staff of one assistant mistress and two assistant masters, all of whom are specially qualified for their task. The numbers at present are small—only reaching fifty-five (of whom twenty are girls)—but there is every prospect of an increase.

PRIZE COMPETITIONS.

The Translation Prize for February is awarded to "G. R."

The winner of the Translation Prize for December is E. H. Osborn, Esq., 152 Elgin Avenue, Maida Vale, W.

The winner of the Translation Prize for January is Mrs. Style, Battledown Grange, Cheltenham.

We must apologize for the omission of Mrs. Carey's name (West Park, St. Helen's) in the last Translation Prize list. Her version was sent to the printers to appear as a *proxime*, but cancelled at the last moment from want of space.

Le jour encore, l'égoïsme accapareur du poète lui ôte jusqu'à son tourment ; mais, la nuit, elle ne dort pas. Elle écoute le vent qui souffle et lui cause une terreur singulière. A cet angle du quai où ils habitent, il arrive toujours de quelque point différent, irrité ou plaintif, secouant les vieilles boiseries, effleurant les vitres sonores, rabattant une persienne détachée. Mais qu'il chuchote ou qu'il crie, il lui parle. Il lui dit ce qu'il dit aux mères et aux femmes de marins, des paroles qui la font pâlir.

C'est qu'il vient de loin, ce vent de tempête, et il vient vite, et il en a vu, des aventures ! Sur ces grandes ailes d'oiseau fou qu'il heurte partout où il passe, toutes les rumeurs, tous les cris s'enlèvent et se transportent avec une égale rapidité. Tour à tour farceur ou terrible, dans la même minute il a déchiré la voile d'un bateau, éteint une bougie, soulevé une mantille, préparé les orages, activé l'incendie ; c'est tout cela qu'il raconte et qui donne à sa voix tant d'intonations différentes, joyeuses ou lamentables.

Cette nuit, il est sinistre à entendre. Il passe en courant sur le balcon, ébranle les croisées, siffle sous les portes. Il veut entrer. Il a quelque chose de pressé à dire à cette mère ; et tous les bruits qu'il apporte, qu'il jette contre la vitre en secouant ses ailes mouillées, résonnent comme un appel ou un avertissement. La voix des horloges, un sifflet lointain de chemin de fer, tout prend le même accent, plaintif, réitéré, obsessionnant. Ce que le vent veut lui dire, elle s'en doute bien. Il aura vu en pleine mer, car il est partout à la fois, un grand navire se débattre au milieu des flots, heurter ses flancs, perdre ses mâts, rouler dans l'abîme avec des bras tendus, des visages effarés et blêmes, des chevelures plaquées sur des regards fous, et des cris, des sanglots, des adieux, des malédictions jetées au seuil de la mort. Son hallucination est si forte qu'elle croit entendre parmi les rumeurs qui lui viennent du lointain naufrage une plainte vague à peine articulée :

— Maman !

By "G. R."

All day the poet's engrossing self-absorption drives even anxiety away ; but at night she cannot sleep. She listens to the soughing of the wind, and it fills her with a nameless dread. At this corner of the quay where their house stands, it is always blowing from some fresh quarter, now angry, now peevish, shaking old woodwork, sweeping over the sounding panes, banging a loose shutter. But, whispering or screaming, it has a message for her : it tells her what it tells the mothers and wives of sailor-folk—a tale that blanches her cheek.

Yes, a far road and a fleet the storm-wind travels, and many an adventure it has had ! Like some crazy bird, it dashes this way and that ; and ever as it goes by noises and cries of every kind are caught up on its great wings and whirled as swiftly on. Now jesting, now in grim earnest, in the same minute it has split you a boat's sail, blown out a candle, plucked at a hood, heralded a storm, fed a conflagration ; and as it tells you the whole story its voice takes on a corresponding note of joy or woe.

To-night it has a note of evil omen. It scours the balcony, rattles the windows, whistles under the doors. It insists on coming in. It has something urgent to say to this mother ; and every sound it brings and flings against the panes with a shake of its dripping pinions echoes like an appeal or a warning. In every sound—a clock striking, a distant railway whistle—the same wailing note recurs with haunting iteration. And she knows full well what the wind would tell her ; for it is everywhere at once, and must have seen a great ship in mid-ocean doing battle with the waves : her sides are battered, her masts gone by the board ; and now she is swirling into the abyss, with outstretched arms and scared pale faces and matted hair over wild eyes and shrieks and sobs and farewells and curses of men hard at death's door. The illusion is so strong that she seems to hear amid the cries that come to her from that distant wreck a stifled inarticulate cry—"Mother !"

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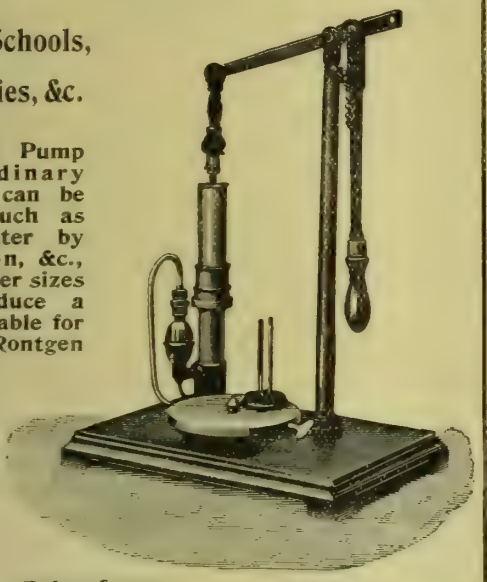
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(*Continued on page* 216.)

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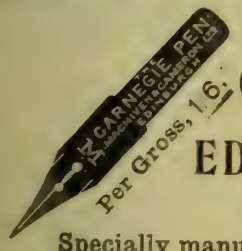
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One phrase deceived even the elect; otherwise there were no pitfalls in the Daudet, and differences of class were mainly determined by success or failure in finding exact equivalents for words of sound and motion and by general considerations of style. Daudet is an acknowledged imitator of Dickens, and, as "Le Gymnase Moronval" in "Jack" is a replica of Dotheboys Hall, so this *fantasia* on the wind is obviously modelled on the famous introduction to "The Chimes." If space permitted, I would quote it to show how many hints to translators it supplies.

Without the context it was easy and pardonable to go wrong in the first sentence: "In the daytime, it is true (as long as it was day), the all-engrossing egotism of the poet so absorbed her that she half forgot her agony of mind." The poet is D'Argenton, with whom Charlotte is living. *Effleurant les vitres sonores:* "brushing past the rattling window-panes"; "sonorous" cannot stand. *Rabattant une persienne détachée:* "slamming an unfastened shutter"; *rabattre* might mean "to knock down," but this seems to me less probable, and "outside shutter blinds" or even "Venetian blinds" is too cumbrous. *Il lui parle:* "it speaks to her" hardly brings out the full meaning; rather "it has a message for her, the same message," &c. So "and it has seen adventures" is weak and thin; rather "and what strange sights it must have witnessed!" *Sur ces grandes ailes:* "on its wide-spread cormorant pinions, which beat madly upon each object it encounters in its flight, are borne along and transported with equal swiftness every passing sound and cry." *Le fou* or *l'oiseau fou* is the gannet or booby. I substitute "cormorant" as closely allied and as bearing with it a Miltonian connotation. Only three, including "some web-footed bird," got this right. Miss Ensor, whose authorized translation, to judge from this passage, is excellent, has "like some hunted bird." *Soulevé une mantille,* &c., was a touchstone discriminating those who had caught the spirit of the passage. The wind is at once frolicsome and terrible: it peeps beneath a lady's veil, brews a hurricane, and fans the flames of a conflagration. *Il veut entrer:* not "it wishes to enter," but "it will not be denied." *La voix des horloges:* "the church clocks striking the hour"; not "the ticking of the clocks," which would be *pendules. Elle s'en doute bien:* "she has a shrewd suspicion," "she knows too well." *Il aura vu:* "it has seen," or "she knows that it has seen"—not a future in English. *Heurter ses flancs:* not "with battered hulk," but "lashing its sides," like a wounded whale. *Des chevelures plaquées:* not "plastered," which suggests pomatum; "wild eyes that glare through matted locks." "Mother" is imperative; there is a suspicion of bathos in "Mamma."

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O tu severi Religio loci,
Quocunque gaudes nomine (non leve
 Nativa nam certe fluenta
 Numen habet veteresque silvas;
Praesentiorem et conspicimus Deum
Per invias rupes, fera per juga,
 Clivosque praeruptos, sonantes
 Inter aquas, nemorumque noctem;
Quam si repostus sub trabe citrea
Fulgeret auro et Phidiaca manu),
 Salve vocanti rite, fesso et
 Da placidam juveni quietem.
Quod si invidendis sedibus, et frui
Fortuna sacra lege silentii
 Vetat volentem, me resorbens
 In medios violenta fluctus:
Saltem remoto des, Pater, angulo
Horas senectae ducere liberas;
 Tutumque vulgari tumultu
 Surripias, hominumque curis.

(*Continued on page* 218.)

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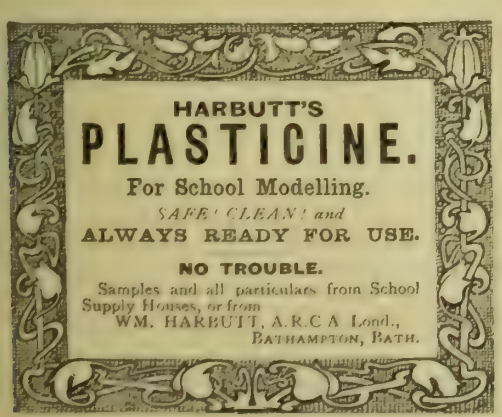
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THE

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BOUND VOLUME FOR 1903.

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Extract from THE PALL MALL GAZETTE,

February 15, 1904.

THE *DOYEN* OF THE EDUCATIONAL PRESS.

Until recently the average teacher in England has cared little for the problems of his profession. So long as he could muddle through in his own class-room and outwit the machinations of his evil genius, the annual examiner, he was quite unconcerned as to whether his neighbours in the adjoining school possessed a more excellent way. Most of those who thought at all held a sort of crude theory of inspiration. The teacher was born and could not be made, or at most he could only make himself. Happily, the barber-surgeon idea that you can pick up a trade through much blood-letting is giving way before a more scientific conception of the work of the profession. The belief in preparatory training is every day winning fresh adherents, while the self-centred, self-satisfied teacher, who looked on himself as "totus teres atque rotundus," is daily becoming rarer. So much the better for the educational press, which can confidently look forward in the future to an increased *clientèle*. So much the better for *The Journal of Education*, which through the live-long years of educational torpor, indifference, and scepticism has valiantly held aloft the banner of the profession. This year the *Journal* reaches the year of Peter, and attains its silver wedding. With the brighter prosperity in store, the *doyen* of educational papers can look forward with confidence to celebrating its golden jubilee.

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By the PRIZE EDITOR.

Dread Genius of this awful height,
If so I name thy power aright
(For sure no earth-born spirit tenants
These streams, these forests of primal night ;

And under crags, by pathless fells,
Loud cataracts hurrying to the dells,
And gloom of immemorial pine woods,
More near to man the Deity dwells

Than if 'neath roof of citron wood
By Phidias carved in gold he stood),
O hear, if rightly I invoke thee,
Thy peace bestow, if it seemeth good !

But, if alone with thee to bide
In silence be by Fate denied,
If backward swept on life's rough billows
I needs must toss with the surging tide,

Yet, Father, grant this humble prayer,
In age thy calm repose to share,
Far from the madding crowd sequestered,
Unvexed by trouble and fret and care.

First Class.—Hawthorn, Helmside, M.R., D.H., G.E.D.
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A Prize of Two Guineas is offered for the best translation of the following extract from Villemain :—

Ne me demandez pas ce que fut Mirabeau selon les maximes de la morale, mais ce qu'il fit et quelle puissance il exerça sur les autres hommes. Personne de vous peut-être ne l'a connu ; mais si nous consultons les mémoires du temps, si dans ses paroles à demi figées sur le papier nous cherchons à reconnaître l'inspiration primitive, nous voyons un homme audacieux par le caractère autant que par le génie, attaquant avec véhémence lorsqu'il aurait eu peine à se défendre, faisant passer les mépris qu'on lui avait d'abord montrés pour le premier des préjugés qu'il veut détruire ; y réussissant à force de hardiesse et de talent, et ressaisissant par l'éloquence l'ascendant sur les passions qu'il cesse de flatter. Ces dons naturels, cette voix tonnante, cette action, tout cela était enseveli dans les livres des rhéteurs ; mais tout cela est ressuscité par Mirabeau. Cet homme était né orateur ; sa tête énorme, chevelure ; sa voix âpre et dure, longtemps traînante avant d'éclater ; son débit d'abord lourd, embarrassé, tout, jusqu'à ses défauts, impose et subjugue. Il commence par de lentes et graves paroles, qui excitent une attention mêlée d'anxiété ; lui-même il attend sa colère ; mais qu'un mot échappe du sein de la tumultueuse assemblée, ou qu'il s'impatiente de sa propre lenteur, tout hors de lui, l'orateur s'élève. Ses paroles jaillissent, énergiques et nouvelles ; son improvisation devient pure et correcte, en restant véhémente, hardie, singulière ; il méprise, il insulte, il menace. Une sorte d'impunité est acquise à ses paroles comme à ses actions. Il refuse les duels avec insolence, et fait taire les factions du haut de la tribune.

An Extra Prize of One Guinea is offered for the best translation of the following Ode of Casimir :—

Sonora buxi filia sutilis,
Pendebis alta, barbite, populo,
Dum ridet aer et supinas
Sollicitat levis aura frondes.
Te sibilentis lenior halitus
Perflabit Euri : me juvat interim
Collum reclinasse, et virenti
Sic temere jacuisse ripa.
Eheu ! Serenum quae nebulae tegunt
Repente caelum ? Quis sonus imbrium ?
Surgamus. Heu semper fugaci
Gaudia praeteritura passu.

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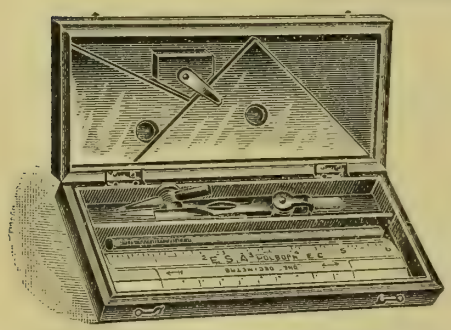
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AS HEAD ENGLISH MISTRESS, London B.A. Mathematics, Latin, Greek, Languages (acquired abroad). Two years' reference. Resident or Visiting.—B.A., Hooper's, 13 Regent Street, Pall Mall. Many excellent Teachers disengaged. List gratis. Telephone 5,097.

KINDERGARTEN LADY, Trained, Certificated (Higher Froebel), seeks Re-engagement. School or Family. Nine years' experience.—Miss BROWN, Durweston, Blandford.

MR. TRUMAN'S EDUCATIONAL AGENCY,

6 HOLLES STREET, CAVENDISH SQUARE, LONDON, W.

TELEGRAMS: "TUTORESS, LONDON." TELEPHONE No.: 1167 MAYFAIR.

ASSISTANT MISTRESSES.

HEAD MISTRESSES, PRINCIPALS OF SCHOOLS, and others seeking well qualified LADY TEACHERS (*English and Foreign*) will receive (*free of charge*) prompt and careful attention by applying to Mr. TRUMAN, whose aim is to save clients as much time and trouble as possible.

Lady Matrons supplied for Boys' and Girls' Schools.

SCHOOL TRANSFER DEPARTMENT.

Mr. Truman undertakes negotiations connected with the **TRANSFER OF SCHOOLS** and **INTRODUCTION OF PARTNERS**; and assists clients (*free of charge*) who may be seeking **SCHOOL PREMISES.**

PUPILS' DEPARTMENT.

Mr. Truman has a specially organized Department for the introduction of Pupils to Schools and other Educational Establishments. No charge is made for registration.

Prospectus, References, and full particulars will be forwarded on application.

POSTS VACANT.

Prepaid rate: 30 words, 2s.; each 10 words after, 6d. (Use of Office address, 1s. extra.) For latest time for receiving these announcements see front page.

[**Replies** to advertisements marked ✱ should be sent *under cover* to "The Journal of Education" Office, 3 Broadway, Ludgate Hill, E.C., *in each case accompanied by a loose stamp to cover postage on to advertiser.* Post Cards will *not* be sent on.]

TO ASSISTANT MISTRESSES.

EASTER (1904) VACANCIES.

GRADUATES (or equivalent), Undergraduates, Trained and Certificated High School Teachers, Foreign, Music, and Kindergarten Mistresses, and other Senior and Junior Teachers seeking Appointments in Schools for **next term**, and who are desirous of having their qualifications, &c., **brought before** Head Mistresses and Principals of **all** the Public and Private Schools in Great Britain and Ireland, in the Colonies, and on the Continent, &c., should apply forthwith to **Messrs. GRIFFITHS, SMITH, POWELL & SMITH, Educational Agents (Estd. 1833), 34 Bedford Street, Strand, London.** Immediate notice will be sent to English and Foreign Assistant Mistresses of all suitable vacancies.

Telegraphic Address: "Scholasque, London."

REQUIRED for Vancouver, British Columbia, a RESIDENT ASSISTANT MISTRESS. Subjects: English in Upper Forms, Latin, and elementary Mathematics. Experience essential; age about 30. Salary £90, and passage paid. Apply in writing, giving *full* particulars, to Miss GRUNER, Secretary, A.U.W.T., 48 Mall Chambers, Kensington, W.

ASSISTANT MISTRESSES wanted:—SCIENCE GRADUATE for an important Public School for Girls. GRADUATE to teach Latin, History, &c., in a Public Endowed School. Resident MISTRESS to teach advanced English Literature, Composition, &c., in a Public Secondary School. Two MISTRESSES for Mathematics and English, respectively, in a School in Cape Colony.—Miss LOUISA BROUGH, Central Registry, 25 Craven Street, Charing Cross

HAMPTON HIGH SCHOOL FOR GIRLS, MALVERN, JAMAICA, B.W.I.—Required a capable HEAD MISTRESS to take the entire management, educational and domestic, of the above endowed Public School of 50 Boarders and 12 Day Scholars. Standard—Cambridge Higher Local, Senior and Junior Examination. Excellent position and climate. Salary £250, with board, residence, laundry, and medical attendance. Outward passage paid; to sail on July 1st, 1904. Candidates should hold a Degree or its equivalent; must be strongly practical and capable of superintending and managing all domestic matters, correspondence, and financial affairs of the School. Applications to be made in writing before March 12th, *giving full particulars*, to Miss GRUNER, 48 Mall Chambers, Kensington, London, W., who is empowered to make the first selection.

BOROUGH OF HORNSEY EDUCATION COMMITTEE.—The Hornsey Town Council propose to appoint shortly a number of ASSISTANT MASTERS and MISTRESSES, qualified for Class I. of the Council's Scale of Salaries. The Engagements of the Teachers appointed will begin on the 29th August next. Forms of Application and copies of the Council's Scale of Salaries, which gives particulars of the qualifications required for Class I., and the salaries of that Class, may be obtained from the undersigned.

STANLEY HODSON,
Secretary for Education.

206 Stapleton Hall Road,
Stroud Green, London, N.

FRENCH or ENGLISH STUDENT-MISTRESS required, April. Good Piano, elementary Violin, English; in return, Lessons in Piano and Violin for examination. Age 19. Church of England.—High School, Attleborough, Norfolk.

HEAD MISTRESS.—The Council of the Whalley Range High School for Girls is prepared to appoint a HEAD MISTRESS. Applications to be sent in on or before April 9, with not more than four recent testimonials, and stating candidate's age. Further particulars may be had on written application to the SECRETARY, Whalley Range High School, 1 Princess Street, Manchester.

WANTED, GOVERNESS—must be a Gentlewoman accustomed to move in good society—to superintend the education of four children. Geography, Nature Study, Brush Work, and good English essential. Address—H., Box 1,737, Judd's Advertising Offices, 5 Queen Victoria Street, E.C.

SCHOOL BOARD FOR LONDON.

THE services of an ASSISTANT TEACHER (Man or Woman), specially qualified to teach Latin and French, are required at the Hackney Pupil-Teachers' School. Application for particulars, marked outside "P.-T. Schools" and accompanied by a stamped addressed envelope or wrapper, should be made to the CLERK OF THE BOARD, Victoria Embankment, W.C.

STUDENTS FOR THE DUKE OF YORK'S ROYAL MILITARY SCHOOL, CHELSEA, AND THE ROYAL HIBERNIAN MILITARY SCHOOL, DUBLIN.—A Competitive Examination for Students at these Institutions will take place in London and Dublin in May next. Candidates must be between 16 and 19 years of age on the 30th April next. Further particulars may be obtained on application in writing (in unstamped letter) to the DIRECTOR OF ARMY SCHOOLS, War Office, 68 Victoria Street, London, S.W., by whom applications will be received not later than 15th April next. Students at these Establishments have the privilege of competing for the appointment of Army Schoolmaster.

WILLIAM ELLIS ENDOWED SCHOOL, ALLCROFT ROAD, GOSPEL OAK, N.W.

Wanted, in September next, a SECOND MASTER for the Sixth Form, to teach all subjects except French and Drawing. Must have special qualifications in Mathematics and Physics. Salary £200, rising to £250. Applications to EDWARD B. CUMBERLAND, B.A., B.Sc., Head Master.

SCHOLASTIC. — EASTER (1904) VACANCIES. — GRADUATES and other English and Foreign Assistant Masters who are seeking appointments in Public or Private Schools should apply (*as soon as possible*) to **Messrs. GRIFFITHS, SMITH, POWELL & SMITH, Tutorial Agents, (Established 1833), 34 Bedford Street, Strand, London, W.C.** Timely notice of vacant appointments will be sent to all candidates.

STAMFORD HILL HIGH SCHOOL FOR GIRLS AND KINDERGARTEN, 122 STAMFORD HILL, N. — Classes for Students in preparation for the Cambridge Higher Local and National Froebel Union Examinations. Resident or non-resident.

REQUIRED, after Easter, a Resident MUSIC MISTRESS, L.R.A.M. preferred. Fond of Games.—HEAD MISTRESS, County School, Cowbridge, Glam.

WANTED, for the Summer Term, Non-resident MISTRESS. Essential subjects (in Lower and Middle School): French (Conversational method), Arithmetic, Swedish Drill. Training or experience essential. Initial salary £90. Apply, stating other subjects offered (with photograph, copies of testimonials, and full details of qualifications, age &c.) to No. 6,153.*

REQUIRED, in a first-class Girls' Seaside Boarding School, next term, a MUSIC AND ART MISTRESS. Foreigner preferred. Address—No. 6,154.*

WANTED, after Easter, a STUDENT-TEACHER, paying half fees, to take some Junior Drawing and English. Good lessons in any subject in return. Address—No. 6,159.*

REQUIRED, in small School near Leeds, in May, Resident Trained KINDERGARTEN or PREPARATORY MISTRESS (Church of England). Scripture and Drill throughout School; Elementary Drawing and help with Juniors. Apply with full particulars. Address—No. 6,155.*

WANTED, after Easter, KINDERGARTEN MISTRESS, able to train Students for the Higher Froebel Examination. Good experience essential. Churchwoman. Apply, stating full qualifications, to the SECRETARY, Liverpool College, Shaw Street, Liverpool.

HULL HIGH SCHOOL (Church Schools Co.).—Wanted, after Easter, MODERN LANGUAGE MISTRESS — French and German. Residence abroad essential. Apply—HEAD MISTRESS.

WANTED, after Easter, highly qualified Lady (Registered Teacher preferred) as HEAD MISTRESS of Senior Class-rooms, in long established, Recognized, high-class Home School for Girls, near London. Preference given to a Lady with a good Boarding connexion, in view of future interest. Address—No. 6,160.*

COUNTY SCHOOL FOR GIRLS, BANGOR.—Wanted, a JUNIOR MISTRESS, to teach Elementary Mathematics and French by Direct Method. Experience or training essential. Apply to the HEAD MISTRESS.

QUEEN ELIZABETH'S GRAMMAR SCHOOL FOR GIRLS, MANSFIELD.—Wanted, in May, ART MISTRESS. Art Teacher's Certificate essential. Apply—HEAD MISTRESS.

RESIDENT ENGLISH MISTRESS wanted. Small Day and Boarding School, suburb. B.A. London and Cambridge Teachers' Certificate preferred. English subjects only wanted. Brushwork, Drawing, Music desired. Tennis and Hockey. Salary £50. Interview necessary. Address—No. 6,161.*

WANTED, after Easter, Resident MISTRESS, in Recognized School, near Liverpool. London B.A. or equivalent. Latin, French, Mathematics for Higher Local. Games, Cycling. State age, salary, experience. Address—No. 6,135.*

FRENCH GOVERNESS wanted in May, in good-class Girls' School on South Coast. Must be Protestant, have had good experience, and a Gentlewoman. £60 resident. Call or write—Messrs. NEEDES, Scholastic Agents, Clock House, Arundel Street, London, W.C.

EGYPTIAN GOVERNMENT SCHOOLS.

TWO ASSISTANT MISTRESSES wanted, to begin work in October, in Sanieh Girls' School, Cairo, under Ministry of Public Instruction. School consists of Primary Classes attended by 200 Girls, mainly Mohammedans, and of Normal Classes with an attendance of some twelve Students. English Head Mistress. Candidates must hold a Diploma in Teaching, have experience as Teachers, be not less than 25 years of age, and have a robust constitution. They should take a special interest in the education of Oriental Girls and also a practical interest in educational work in Elementary Schools and in the Professional Training of Elementary Teachers. Salary £197 per annum (£Eg. 16 per mensem), rising to £246 per annum (£Eg. 20 per mensem), with furnished quarters. Allowance for passage out to Egypt. Summer vacation not less than two months. Teaching hours, on an average, four daily, Fridays only excepted. One of the Teachers wanted will be principally engaged in the Normal Classes; for the other post special training and experience as a Kindergarten Teacher is an essential qualification.

Applications, with full statement of qualifications, and accompanied by copies only of testimonials, must be sent in before May 1, 1904, marked outside "Assistant Mistress," and addressed to the SECRETARY-GENERAL, Ministry of Public Instruction, Cairo, Egypt, to whom Candidates may apply for further information.

EGYPTIAN GOVERNMENT SCHOOLS.

TWO ASSISTANT MASTERS wanted, to begin work in October, in Cairo Secondary Schools, under Ministry of Public Instruction. Masters to teach in English exclusively: one of them Mathematics and Science, and the other principally English. Candidates must be not less than 23 nor over 30 years of age, have a robust constitution, and have taken a University Degree in Honours. They must have had experience as Teachers: preference will be given to applicants who hold a Diploma in Teaching. English Head Master. Over 300 Boys, mainly Mohammedans. Teaching hours, on an average, four daily, Fridays only excepted. Summer vacation not less than two months. Salary £295 per annum (£Eg. 24 per mensem), rising to £393 per annum (£Eg. 32 per mensem). Allowance for passage out to Egypt.

Applications, with full statement of qualifications, and accompanied by copies only of testimonials, must be sent in before May 1, 1904, marked outside "English Masterships," and addressed to the SECRETARY-GENERAL, Ministry of Public Instruction, Cairo, Egypt, to whom Candidates may apply for further information.

REQUIRED, at Easter, in London G.P.D.S.C. School, THIRD FORM MISTRESS, capable of taking German in the highest Forms. Address—No. 6,116.*

HEAD MISTRESS IN MIXED SECONDARY SCHOOL.—Wanted, a Lady to act as HEAD MISTRESS under a Principal in a Secondary School of Boys and Girls (mixed in some forms). Duties include responsibility for discipline and tone among the girls. A person required who will co-operate loyally with Principal in everything conducive to success of school. Graduate preferred, but lady of refinement, character, and ideas essential. Churchwoman. Address—No. 6,118.*

WANTED, after Easter, Temporary Resident MISTRESS. Subjects: Mathematics, Botany, Drawing. — Mrs. WYNDHAM ROBINSON, Apsley House School, Torquay.

EASTER. — Certificated MUSIC MISTRESS required; fluent German, £60.—Scotland: Singing, Piano, French; £50.—Devon: Drawing, Painting, Mathematics; £50.—HOOPER'S, 13 Regent Street, Pall Mall. Many excellent Vacancies: Head, English, Languages, Kindergarten. Stamp.

WANTED, RESIDENT MUSIC MISTRESS. Piano and Class Singing. Thorough grounding in Theory required. Trained teacher preferred. Salary £50–£60. Apply to Miss GREG, 49 Ullet Road, Liverpool.

REQUIRED, London, Easter, ENGLISH MISTRESS. Necessary qualifications: good English, Arithmetic, Mathematics, junior French, and Drawing; desirable: some musical ability. Churchwoman. Disciplinarian. Interview necessary. State salary. — MISTRESS, 134 Crouch Hill, N.

APRIL. —Capable Methodical MISTRESS required, age about 30, good disciplinarian, in small Secondary Recognized Day School, Examination Centre. Charge of small class, Form I. Standard, and general assistance in French, Drill, Needlework, Junior Drawing, Games. Resident Day School duties only. Good French qualification required: if a Frenchwoman, English School experience; if English, French residence. The School is one in which great importance is attached to grounding in Reading, Writing, Spelling, and to individual training. Efficiency in these essentials will be more valued than Examination qualifications, other than in subjects indicated. Send photograph and copies of three testimonials. Address—No. 6,132.*

CLERGY DAUGHTERS' SCHOOL, CASTERTON, KIRKBY LONSDALE. — Wanted, after Easter, MISTRESS for Pianoforte. Resident. Churchwoman. Age under 25. Apply—HEAD MISTRESS.

WANTED, in good-class School, Resident ASSISTANT MUSIC TEACHER (L.R.A.M.) for Pianoforte. Preference given to one who Sings or has a knowledge of Violin. State age, salary, and all particulars. Address—No. 6,142.*

WANTED, after Easter, in small Private School near Croydon, Resident MISTRESS for Form I. Churchwoman. Experience essential; also good elementary Music and Drawing (Ablett), Handwork (Needle, Basket, Carving), Class Singing, Drill. Games desirable. Apply, stating age, training, salary, &c.—No. 6,143.*

WANTED, next Term, in Recognized High School, Resident ASSISTANT MISTRESS. Must be able to prepare for Cambridge Locals or London Matriculation. Must be Churchwoman and Gentlewoman. Hockey desirable. Address—No. 6,150.*

RESIDENT TECHNICAL MISTRESS wanted for Preparatory School of Boys and Girls. Cooking, Laundry, Needlework and Handwork of various kinds. Salary, £50. Apply to—Miss GREG, 49 Ullet Road, Liverpool.

BISHOP'S STORTFORD, HOCKERILL DIOCESAN TRAINING COLLEGE. — Wanted, in September, a GOVERNESS. Degree or equivalent. Experience essential. Good English Literature, elementary French and Algebra. Hockey and Tennis a recommendation. Salary, resident, £50–£80, according to qualifications. Further particulars from Rev. the PRINCIPAL.

WOOLWICH POLYTECHNIC.

Principal - - WILLIAM GANNON, M.A.

APPOINTMENT OF DIRECTOR OF GYMNASIUM (WOMEN'S SIDE) AND GAMES MISTRESS.

THE Governors of the Woolwich Polytechnic invite applications from qualified women for the Post of DIRECTOR OF GYMNASIUM (Women's Side) and GAMES MISTRESS. Salary £100 per annum.

Full particulars of the Post and Application Forms, which must be retured to the PRINCIPAL not later than March 14, may be obtained from the undersigned.

A. J. NAYLOR,
Clerk to the Governors.

The Polytechnic, Woolwich,
22nd February, 1904.

REQUIRED, for Recognized Private School near Liverpool:—

(1) ENGLISH MISTRESS.—Fluent French (France), Drawing, Painting, Games. Degree desirable. £40.

(2) MUSIC MISTRESS.—L.R.A.M. Piano, Violin, Class Singing. Some assistance in English. £40.

(3) ENGLISH MISTRESS, for small Elementary Class. Moderate salary.

Dancing from one desirable. Address—No. 6,152.*

REQUIRED, after Easter, an ASSISTANT MISTRESS for Form III.B. Ordinary Form Subjects. French and Brushwork. Appointment to be made third week in March. Apply—HEAD MISTRESS, Lady Holles' School for Girls, Hackney.

WANTED, after Easter, in Recognized Girls' School, Resident MUSIC MISTRESS for Piano and Singing. L.R.A.M. or equivalent essential; also good discipline and experience. Very little supervision. Salary, £40. Address—No. 6,136.*

* **Replies to these advertisements should be addressed "*No.* —, *The Journal of Education, 3 Broadway, Ludgate Hill, E.C.*" Each must contain a *loose* stamp to cover postage on to advertiser. *Post Cards* will NOT be sent on.**

TO ASSISTANT MISTRESSES.

EASTER (1904) VACANCIES.

Messrs. GRIFFITHS, SMITH, POWELL & SMITH, Educational Agents (Estd. 1833), 34 Bedford Street, Strand, and 22 Henrietta Street, Covent Garden, London, W.C., invite immediate applications from well qualified **English and Foreign** Assistant Mistresses for the following appointments:—

SCIENCE MISTRESS for Public High School. B.Sc. preferred. Salary £100 non-resident.—No. 649.

HEAD ASSISTANT MISTRESS for good School in Canada. University Certificates essential; also must be member of Ch. of Eng. Latin, Mathematics, French and German. £60 resident. Passage paid.

Mathematics and English for Public High School. Degree or one who has taken Intermediate Examination desired. Salary £80 non-resident.—No. 880.

Wanted, for County School, MISTRESS for Cookery and Form-work. £100 non-resident.—No. 659.

MUSIC MISTRESS for important School. Must hold Diploma from R.C.M. or R.A.M., or from German Conservatoire. Piano, Violin, Class Singing, Harmony. £60 or more resident.—No. 927.

English, French, Drawing, Dancing, Drilling. Important Recognized School in India. Ch. of Eng. £70 resident.—No. 610.

Well qualified MUSIC MISTRESS for first-class Private School. Piano, Singing, German. L.R.A.M. preferred. Salary about £60 resident.—No. 884.

MISTRESS (English or Foreign) for first-rate French. Protestant necessary. High-class Recognized School. Salary £50 resident.—No. 851.

HEAD ENGLISH MISTRESS for important Private School. Degree or equivalent, or good Training necessary. English, Mathematics, some Science. Fair salary, resident.—No. 849.

ENGLISH MISTRESS for London School. Degree necessary. Salary £50 resident. Good opportunity to acquire French and German.—No. 892 A.

ART MISTRESS for School in Yorkshire. Must be able to prepare for Ablett's Examinations. Salary according to qualifications.—No. 873.

ENGLISH MISTRESS for good School. Botany, French, and German desired. £45 resident.—No. 899.

ENGLISH MISTRESS for School at Seaside. Latin, Mathematics, French (conversational), and Drawing. £45 resident.—No. 741.

TWO ART MISTRESSES for Schools in the North of England. Each must be willing to assist in general work. Fair salaries, resident.—Nos. 878 and 872.

Experienced and well qualified MISTRESS for Young Children. Large important School on South Coast. Fair salary.—No. 867.

MUSIC MISTRESS for London School. Piano, Harmony, Counterpoint, Singing. £40 resident.—No. 879 A.

English, French, Music, Latin. £40 resident.—No. 885.

FORM MISTRESS wanted at once, able to take Latin and Mathematics. Science desirable. £40 resident.

English, Mathematics, German, and Latin. First-class London School. Age not over 24. £40 resident.—No. 859.

Experienced ENGLISH MISTRESS, with Latin and Arithmetic. Fair salary. One with Degree or who has Registered preferred.—No. 821.

Two MISTRESSES for School in Cheshire.—(1) Kindergarten. Salary £35 and capitation fees. And (2) English, French, Mathematics, Drawing. £35 and capitation fees. Recognized School.—Nos. 814 and 815.

MUSIC MISTRESS. Must be L.R.A.M. Piano, Singing, Harmony, Counterpoint. £40 (or more) resident. Recognized School.—No. 795.

ENGLISH MISTRESS for School in West of England. Degree desired, and one who has Registered preferred. Fair salary, resident.—No. 706.

☞ **150** other resident and non-resident vacancies, in Public and Private Schools, for English and Foreign, Senior and Junior, Assistant Mistresses.

60 Student-Governesses also required for superior Schools on mutual terms, namely:—Board, Residence, and Educational advantages in return for services.

A complete List of Vacant Appointments in Public and Private Schools will be sent by **Messrs. GRIFFITHS, SMITH, POWELL & SMITH** to English and Foreign Assistant Mistresses on application.

N.B.—*Assistant Mistresses, when making application to Messrs. Griffiths, Smith, Powell & Smith for particulars of the above Appointments or for a list of Vacancies, should state the Subjects they would undertake to teach, age, experience, whether they are Graduates (or equivalent) or hold other Certificates, and should also enclose names of referees and copies of Testimonials.*

BEDFORDSHIRE EDUCATION COMMITTEE.

APPOINTMENT OF ASSISTANT DIRECTOR OF EDUCATION.

The Bedfordshire Education Committee invite applications for the Office of ASSISTANT DIRECTOR OF EDUCATION for the County.

The Gentleman appointed will be required to take up his duties as soon as possible after the 1st May next.

The salary will be £220 per annum, rising by annual increments of £10 to £250 per annum.

The Gentleman appointed will not be entitled to any pension or superannuation allowance.

The appointment will be subject to three months' notice on either side, which may be given at any date.

The Assistant Director will be required to live at such place as the Committee may from time to time approve, and must devote his whole time to the duties of the office.

Travelling and other expenses connected with the duties of the office will be allowed.

He will be required to assist in the Organization, Superintendence, and Inspection of Schools and Classes of all Grades, both Elementary and Secondary (including Commercial, Scientific, and Technical Education).

Applicants must state:—

(1) The full Christian and surnames and the address of the applicant.
(2) His present employment.
(3) Date of birth.
(4) Places of education.
(5) Particulars as to experience in Elementary, Scientific, Technical, or Higher Education.

Applications must be sent to the undersigned, endorsed on the cover "Assistant Director of Education," with copies of not more than four recent testimonials, not later than Saturday the 19th March next, accompanied by six printed or type-written copies of the application and testimonials.

Selected candidates will be required to attend before the Committee, and their reasonable out-of-pocket expenses will be paid.

Personal canvassing of members of the Education Committee or of members of the County Council may be deemed a disqualification, and all indirect canvassing is forbidden.

W. W. MARKS,
Clerk of the County Council.

Shire Hall, Bedford,
February, 1904.

CITY OF LONDON SCHOOL,

VICTORIA EMBANKMENT, E.C.—Wanted, a MASTER, to teach German on the Modern Side, who may be required to attend about 30 hours a week and will be expected to take Conversational Classes. His other duties will be arranged according to his qualifications in other subjects. The salary will be £200 a year, increasing to £350 a year as per the salary scheme. Candidates for the appointment (whose age must not exceed thirty-five) are requested to forward their applications, accompanied with copies of testimonials as to qualification and character, not later than Monday, the 27th March next, to A. J. AUSTIN, Secretary, at the School. Forms of application may be obtained of the Secretary. The Gentleman appointed will be required to commence his duties on the 3rd May next.

HOWELL'S SCHOOL, DENBIGH.

—Required, after Easter, a Resident Certificated MISTRESS in PHYSICAL TRAINING. Salary (resident, with laundry) £60 to £70, according to qualifications and experience.

Applications to be addressed to THE CLERK TO THE DRAPERS' COMPANY, Drapers' Hall, London, not later than March 16th.

Further information can be obtained from the HEAD MISTRESS.

RECOGNIZED School requires

Student-Teacher (on mutual terms) in April as KINDERGARTEN ASSISTANT. Preparation for Froebel Examination.—Manor Mount High School, Forest Hill, S.E.

SPA, BELGIUM.—PENSIONNAT

DE DEMOISELLES.—Mme. LECOQ can receive Young Lady willing to teach English one hour daily for £33 yearly; French, German included. References in England.

WANTED, Private Coaching in

Mathematics and English for Boy of 13, where close individual attention is required. Preference given to a teacher willing to reside in the Country during summer months.—M., 108 Great Portland Street, London.

BETHESDA COUNTY SCHOOL,

N. WALES.—Wanted immediately, Temporary SCIENCE MASTER for half a year. Chemistry, Physics, Woodwork. Salary £130 a year.—D. J. WILLIAMS, Head Master.

ASSOCIATION OF UNIVERSITY

WOMEN TEACHERS.—Teachers with University qualifications (degree or equivalent), requiring posts in Public or Private Schools, are invited to Apply to the Secretary. No commission is charged when work is obtained through the Registry, but *continued* membership is expected. Subscription 5s. per annum. State full particulars in applying to the SECRETARY, 48 Mall Chambers, Kensington, W.

NEWCASTLE-UPON-TYNE EDUCATION COMMITTEE.

LADY ASSISTANT FOR PUPIL-TEACHERS' CENTRE.

Wanted to commence duties on or about 11th April next. (The Centre is recognized for purposes of Registration on Column B of the Register of Teachers.) Candidates must hold a University Degre (Honours) or its equivalent and have had experience in a good Secondary School or Pupil-Teachers' Centre. Subjects of tuition: Latin, French, and two of the following:—English History, English Literature, Mathematics.

Salary £150, rising by annual increments of £10 to a maximum of £200.

On receipt of a stamped addressed foolscap envelope, the Committee's application form will be forwarded. The successful candidate will be required to satisfactorily pass a medical examination.

Personal canvassing disqualifies.

(By Order.)
ALFRED GODDARD,
Secretary.

Education Offices,
Northumberland Road, Newcastle-upon-Tyne,
10th February, 1904.

ARMY SCHOOLMASTERS.—

There are some Vacancies in the Corps of Army Schoolmasters. Civilian Schoolmasters only will be accepted who have passed the Certificate Examination in the First or Second Division, and who hold a Certificate qualifying them to superintend Pupil-Teachers from the Board of Education. Students in Training Colleges will also be accepted, under certain conditions. Candidates must not be over 24 years of age. Accepted candidates will be required to join as soon as convenient. Further particulars can be obtained on application (in writing) to the DIRECTOR OF ARMY SCHOOLS, War Office, 68 Victoria Street, London, S.W.

A YOUNG Lady could enter as

ARTICLED PUPIL in a Boarding School for Young Ladies. Excellent occasion to study German and Music. Terms to be paid: £25 per annum. Apply to Miss BUSSE, Braubach a. Rhein, near Coblenz. Best references in England.

KINDERGARTEN MISTRESS

(Non-resident) wanted, for small Kindergarten. Tonic Sol-fa Singing and Ablett's Drawing also in small Upper School for children under 12. Full particulars to SIGMA, Battey's Library, Hindon Street, Victoria, S.W.

ST. HELENA'S COLLEGE,

HARPENDEN.—Vacancy, after Easter, for STUDENT-MISTRESS, to be trained for teaching. Resident Foreign Mistresses, Visiting London Professors for Pianoforte, Violin, and 'Cello. Moderate premium. Apply—PRINCIPAL.

WANTED, for April, a Resident

FROEBELIAN ASSISTANT TRAINER, holding the Higher Certificate of the N.F.U. Salary £30 a year, rising according to ability. Apply, stating qualifications, to the PRINCIPAL of the Norland Institute, 10 Pembridge Square, London, W.

WANTED, after Easter, Resident

FORM MISTRESS. Subjects: English Literature for Higher and Lower Certificate and some form subjects, and, if possible, Greek. Experienced. Church of England. — HEAD MISTRESS, Clergy Daughters' School, Bristol.

COLSTON GIRLS' SCHOOL,

BRISTOL.—Wanted, after Easter, a FORM MISTRESS. Good experience essential. Drill desirable. Apply, with full particulars and testimonials, to the HEAD MISTRESS.

EDGBASTON HIGH SCHOOL

FOR GIRLS, BIRMINGHAM.—Wanted, after Easter, a FRENCH MISTRESS—either an Englishwoman with several years' residence in France, or a Frenchwoman with good knowledge of English. Must have had experience in teaching young children. Salary, £100 to £130, non-resident. Apply to the HEAD MISTRESS.

EASTER VACANCIES.

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MME. DE RÉMUSAT.

OWING to some chance circumstance, or group of circumstances, it often happens that one of the illustrious dead becomes the celebrity of a later day, and seems to fill once more a place on the stage long quitted. That is now the case with Mme. de Rémusat, who closed her life more than eighty years ago. Her well known work, the "Essai sur l'éducation des femmes," has just appeared in a new edition. For three years it will be an examination subject in *inspection primaire*. Her name comes to the public lips as if she were still the ornament of a court and the friend of an Empress. Strange that not her intimacy with the great, but her interest in the status and training of women, should have been the cause of her revival. "Mme. de Rémusat," as Sainte-Beuve puts it, "was profoundly anxious as to the future of her sex in the society that was then being established on a basis still insecure." Frenchmen remember her chiefly because of her concern for the mothers of Frenchmen.

Claire-Elisabeth-Jeanne de Vergennes was born at Paris in January, 1780. When she had reached the age of fourteen her father, a *maître des requêtes*, then *intendant* at Auch and filling at the outbreak of the Revolution an important position at Paris, perished on the scaffold along with her grandfather. It was on the fatal 6th Thermidor, in the year II., the eve of the fall of Robespierre. Thenceforth the education of Claire and her little sister Alix became the main employment of the widowed mother, until, for each of the girls, a peaceful, studious childhood was terminated by an early marriage. The elder was but sixteen when wedded to M. de Rémusat, a lawyer from the South. The union proved a happy one. "In this husband of double her own age"—we quote again from Sainte-Beuve—"she found an accomplished guide and sure friend, and, with her mother, her sister, and him, she continued during the first years of her marriage to live a life of retirement, of domestic happiness and home culture. Quotations from Horace that sometimes escaped her showed me that, like Mme. de la Fayette, like Mme. de Sévigné, she knew Latin. She learnt it during this period of unruffled leisure, under the tuition of her husband and by the cradle of her son; for she was a mother at seventeen." Her first child was Charles-François, eminent afterwards as philosopher and statesman. She loved no less fondly a second, puny in infancy, having a mind incapable of development, whom she taught to read, to write, to count, and even to draw, but who, for all her efforts, was still a child when he died in the full years of manhood.

From the simple and tranquil occupations of home there came presently a call to a larger sphere of action. Mme. de Vergennes had been acquainted with Mme. de Beauharnais; when Mme. de Beauharnais, having married General Bonaparte, had risen in this way to be First Consul's wife, she remembered her old acquaintance, whose daughter she caused to be named a Lady of the Palace. Since M. de Rémusat was at the same time (1802) appointed Prefect of the Palace, there was at first no separation between husband and wife. The former was subsequently Chamberlain and Superintendent of Plays, remaining at Court, in favour or disfavour, until 1814. When the Empress Joséphine—Mme. de Beauharnais under another name—was divorced, Mme. de Rémusat accompanied her into privacy. The Emperor had loved to converse with the bright and learned lady—she had been his Egeria, as envy said; she rarely saw him after his repudiation of his wife. Upon the Restoration her husband served as Prefect, first at Toulouse and then at Lille. Her mistress being then dead, she was free to live at his side in the old intimacy of affection. She died in 1821.

The life then ended had not been free from clouds. Of the Revolution, although its excesses had cost her a father, she spoke hopefully, believing that it would leave its impression on posterity and exalt the glory of the French name. But the slanders and intrigues of a Court marred one part of her life; the latter part was spent in a distasteful provincial environment. Yet the vivacity of her spirit was not extinguished. She shone as a talker and as a letter-writer. In the former capacity her aim was to introduce earnestness into the society about her; her correspondence is still valued for its familiar charm and for the light that it casts on the history of her time. But it is her relation to educational reform that has most interest for us. She wrote the "Essai sur l'éducation des femmes" when she was thirty-nine, with a rare experience behind her. Sainte-Beuve has a singular observation: "As a rule, sober and sensible women are struck in their youth with the obstacles that the world opposes to genuine sentiments and natural affections, and at a later age by the impediments with which it hampers connected thought and study, as well as every effort at deep and serious application. Hence they are tempted to write sentimental novels when they are young and when they are older to draw up plans of education." Perhaps it was not so much her sense of the worldly impediments in the way of a woman's intellectual progress as her conviction of the social value of the woman in the new State that induced Mme. de Rémusat to write. And what was her message? To us now it may seem trite and commonplace; but in the early years of the century, with a new era dawning, a woman had to argue thus: "As an intelligent creature woman is not different from man. She possesses, if in smaller measure, the same faculties as he; possesses them, and, therefore, deserves to have them exercised. The nature of man and woman being identical, the law is the same for both; they should be provided with the same means of knowing and fulfilling the conditions of existence. Thus the education of a woman ought not to differ essentially from that of a man, at least, in principle. She is a being endowed with reason, a being moral and free. Since she is reasonable, her education, if it, too, is reasonable, must conform to her nature, assuring her morality by making reason dominant over freedom." There is no claim, be it observed, that the domain of woman is the same as that of man; the equality is in respect of the three things—reason, morality, and freedom—by the last of which Mme. de Rémusat meant nothing more than what Bossuet calls "Le pouvoir de vouloir ou de ne vouloir pas." It is her constant text: Degrade the reason of women and you make them by turns rebels and slaves. And to what end, she asks, should the education of women be directed? Just as it is no longer enough to train a man to be a shoemaker, so it is improper to train a girl to embroider patterns until a husband be found for her. The training of each must be a training to civic duty. "L'homme doit être élevé pour les institutions de son pays, la femme pour l'homme, tel que ces institutions l'ont fait. Etre épouse et mère de citoyens, voilà son état et sa dignité."

Sending our readers to the "Essai" itself for more knowledge as to the opinions of Mme. de Rémusat, we add only a few words. The battle for the education of women has not yet been won, especially in Germany. In England much has been accomplished; something still remains to be achieved. It should not be possible to say of any town that it provides a higher mental discipline or a better physical training for its boys than for its girls. Matter and methods of instruction need not be identical for both, but both alike must be educated to merit the rights and discharge the obligations of their imperial citizenship.

THE LATINS AS DESCRIBED BY THEMSELVES.*

UNDER the title, "Les Latins peints par eux-mêmes" ("The Latins as described by themselves"), Dr. Dedouvres, of the University of Angers, has just published a book which has the double originality of being a psychological study of the Roman race and a manual of ethics. Few scholars were better fitted to undertake such a task. A lecturer on Roman literature for more than twenty years, a psychologist by profession, as old schoolmasters or priests generally are, he belongs to the school of French *érudits* whose doctrines, embodied in great Rollin of eighteenth-century fame, consist in making Latin the corner-stone of all sound education.

The Romans, the author says in his preface, "had very great and human qualities, and as such eminently fit for training the minds of young people." In order to point out to us these qualities, Dr. Dedouvres has hit upon an original idea: he lets the Romans reveal themselves to us and distil out of their own works the soul that inspired so many masterpieces. Thus,

* "Les Latins peints par eux-mêmes." Par l'Abbé L. Dedouvres, Docteur ès Lettres. (Paris: Picard, 82 Rue Bonaparte.)

according to this design, which required a mind critically learned in all the humanities, his book is nothing but a wonderful mosaic to which all Latin authors bring, each by turn, their valuable texts, and spread before the reader a faithful image of their own nation. A model of method and exposition as regards ethnical psychology, Dr. Dedouvres' book begins by considering the nature of the Roman climate and soil, the influence of which is so great on sensations, and, consequently, on imagination, since by them is determined the nature of our wants. Had not Cicero himself, a long time before Montesquieu and Taine, remarked in his "De Natura Deorum," and in his "De Fato," the influence of what he calls "cæli pleniorem naturam"? Was Latium a country worth living in? The present awful state of the Roman Campagna, which has lain fallow for so many centuries, shows us what a rude and ungenial land the first inhabitants had to change into a paradise of abundance and comfort. "Horrida dumis" ("choked with brambles"), Virgil says ("Æneid" VIII. 348); and Fabius Maximus, "Macerrimum, litorosissimum." Add to it the autumnal mists that bring fever to the healthiest of men, those dreadful "Septembres horas" which Horace feared so much ("Epistolæ" I. 16–19). The indolence of a Neapolitan *lazzarone* would have been tantamount to a sentence of death to a follower of Romulus. Thus a natural and imperative law had condemned the first Romans to incessant activity; and this daily habit of fighting with the soil, of "ploughing pebbles," as Cato says, naturally formed a hard, masculine race, with brutish strength. Barren shingle or fever-stricken marshes soon transformed every wild subject of Numa into a perfect labourer.

Does it not seem as if Providence had said to herself: "To build the immense empire that I shall require later on, when the prophecies are fulfilled, I must have the roughest men that this earth can give—a band of robbers and highwaymen. The soil will be barren to keep that will alive and alert. Mountains and forests, fierce neighbours and ambitious merchants, the sea and the land will knit my chosen people into a high-spirited nation. Poverty and ploughing, border wars and seafaring will make them the most voracious people of prey that ever existed." Certainly never was will as tenacious and deliberate as this Roman will. The calm, the staidness, not to say the phlegm, of these slow temperaments are the very opposite of the present impulsiveness and nervousness of Southern races. Incalculable consequences come from the rapidity or the slowness with which our natures react against outward impressions. It is from such sluggishness, from such nervous bilious temperament which will "die game," that came the "Romana fortitudo"; and it is due to this invincible stolidity that the Romans conquered the world. Such men love reality in power, in wealth, in everything. What they build is massive and durable. Their eyes are always turned to facts, never to ideas; and on such minds fine arts or mere words will make no impression. "Mirandum in modum, Græci rebus quas nos contemnimus delectantur" (Cicero, "In Verrem" IV. 60). Their logic will be the logic of practical men, that brings scythe to grass, flail to corn, horses to the plough. In the names of their towns, in their forms of politeness, in their ways of speaking, of counting years, of naming and rewarding generals, clearly appears this passion for utility, this hatred of any show. The same words are used in expressing the ideas of reckoning and thinking: *ratio*, *putare*. What does Sallust say in his "De Conjuratione Catilinæ" (8)?—"Prudentissimus quisque negotiosus maxime erat"; and Juvenal speaks of "Sanctissima divitiarum majestas." Religious they are, but in their own way, according to this realistic logic. They believe in Jupiter as the greatest god because he is the most helpful. He is a god who knows the value of money, and will give you the interest of your offerings. A bargain is struck between mortals and deities. Gift for gift: witness the expressions *voti reus*, *damnatus*, *liberatus*. Let us listen to Priapus, whose mind Catullus has so charmingly described in the twentieth poem of his "Carmina." He takes great care to tell us what he receives and what he pays in return—"Agellulum hunc," &c. ("Carmina" xx. 3–15).

Who is the representative Roman, the man who owes his power to the fidelity with which he expresses the aims, the belief, and the qualities of his countrymen—who if it is not Cato the Elder? The typical husbandman, hard to his oxen, to his slaves, to his soldiers, to his countrymen, to himself, he labours the whole day, drinks and eats with his servants, in winter clad in a simple tunic, in summer half naked under a burning sun. His motto is: "Inertia plus detrimenti facit quam exercitio," and thus he spends his life, either ploughing in his fields or leading his soldiers against the enemy or pleading in a neighbouring town. Husbandry, strategy, eloquence!—do not these three words sum up, as it were, the whole Roman? But it would carry us too far to follow Dr. Dedouvres' footsteps and inquire with him how much infused into the Roman language is this love of the farmyard, of the camps, and of the *forum*. Our forefathers had a drink they called "October," and our spiritual ancestors, the Romans, knew how to distil their seasons, nay, their whole agricultural life, into their works. "Olebant laborem, virum," Seneca says (LXXXVI. "Letter to Lucilius"). "They smell of their meadows and of their beasts, all those Asinii, Bubulci, Conidii, Caprarii, Caprilii, Equitii, Ovidii, Porcii, Vitellii, Vitulli, Fabii, Lentuli, Cicerones, Cœpiones, Pisones. They are of the earth earthy."

The whole book is given to this study of the influence which such a mind has had on poetry, on dramatic art, on didactic poetry, on philosophy, on history, on eloquence, and on the language itself. Perhaps Dr. Dedouvres, after having explained so well this Roman stolidity and taste for plain speech, might have pointed out more clearly that the excellence of Roman satires is due to this mental materialism. Perhaps in his chapter on didactic poetry he dwells too much on Roman gravity. Their *dicacitas*, their pungent wit, was in keeping with their whole character. Their puns, their love of nicknames—and what an amusing list Dr. Dedouvres gives us!—their *saturæ* spring from this criticalness, the natural state of a mind sour, splenetic, and stubborn. Such men cleave to Nature, lay hold of the deformities of their neighbours, and describe imaginary persons as if for the police. Their imagination cannot catch at clouds, but must have palpable symbols. The satirist's hard paintings will satisfy both their senses and their gruffness. There is a rough vigour, a closeness to the subject, in every Roman satirist that secures for him the largest audience among his countrymen. "Satura tota nostra est," Quintilian has remarked, and rightly so, if he meant to call our attention to this very Roman faculty. How far away we feel to be from the Greek mind, with its boldness, fancy, and easy spanning of vast distances of thought! And what an inferior instrument the Roman language was when we compare it with the Greek tongue! Think of its prosaical character, its poverty! "Paupertate sermonis laboramus" (Quintilian, VIII. 3). 6,950 Greek words must needs be introduced. "Feliciores fingendis nominibus Græci!"

The two last chapters of Dr. Dedouvres' book, in which he compares the two great dead languages, are not the least interesting of the whole volume. Dryasdust is no friend of his. Indeed, such a short *résumé* as ours cannot give an idea of such soundness of views, variety of texts, and ability of exposition as are contained in "The Latins as described by themselves"; still less can it express the æsthetic pleasure afforded to an attentive reader.

ANDRÉ TURQUET.

HERBART'S PEDAGOGICAL SEMINARY IN KÖNIGSBERG.*

By K. KEHRBACH.

"THE State must substitute intellectual power for the physical strength it has lost."—These words of the Prussian King Frederick William III., after the battles of Jena and Tiltsit, awoke a mighty echo. The period followed in which Fichte, Schleiermacher, and Wolf conceived the plan of the Berlin University as a centre of Prussian intellectual force, in which, under W. von Humboldt, such men as Süvern and Nicolovius (enthusiastic admirers of Pestalozzi) worked vigorously and skilfully at the reformation of schools in town and country, in which Herbart was called from Göttingen to Königsberg because he "would be useful in improving educational methods on Pestalozzian principles." "Very willingly will I serve a King," wrote Herbart to his friend Schmidt, "who, having endured so much, still has the courage to engage in great internal reform."

* Translated and abridged from the *Zeitschrift für Philosophie und Pädagogik*, by permission of the editor.

What Herbart intended his future work to be is evident from a letter written from Göttingen, in 1808, to the Curator of Königsberg University:

Among other matters, the exposition of my pedagogical method is much on my mind; the method, however, cannot be simply taught—it must be illustrated and practised. Moreover, I am anxious to prolong my ten years' experience. For this reason I have been planning for some time to teach a small and select class of boys myself, for one hour daily, in the presence of a few young men who are acquainted with my educational method and who will afterwards try to continue what I have begun, in my place, under my supervision. In this way teachers might gradually be trained whose methods would be perfected by mutual observation and interchange of experiences. As a method of teaching is nothing without teachers—and such teachers, to wit, as are penetrated with the spirit of the system and have brought it to perfection by practice—I think a small experimenting school would be the best preparation for future organization on a larger scale. Kant says: "First the school for experiment, then the training college."

As it was as well understood in those days as at present that the basis of a reform in education must be the right preparation of teachers, the Government immediately consented to Herbart's scheme and prepared to found the Pedagogical Seminary. The carrying out of the scheme was left entirely to Herbart. This institution for the training of teachers lasted from 1810 to 1833, in which year Herbart bade farewell to Königsberg. Here education in its most important aspects was the object of observation and reflection, and here such opportunity for practice was given to capable young men as would arouse in them the consciousness of power to teach. According to Herbart this cannot be attained in the ordinary school or with a crowd of boys, but only where the observation of individuals is possible; that is, in the family. He also requires that a master who has already gained some experience shall take a post as tutor in a family which can offer him two pupils—boys between eight and ten years of age. "If," says he, "one of them be younger, he must be an exceedingly quick child; if older, he must be of an exceedingly pure and gentle disposition." This master is to allow four, or at most six, persons who are following the pedagogical course to be present at each lesson. He must set apart a few hours each week during which he may be consulted by those students who wish his advice on any instruction they are themselves giving elsewhere. He must, above all, point out to such as desire it the connexion between his lessons and education as a whole. He should also give the students such explanation of the disciplinary measures resorted to as he can without fear of injuring the reputation of his pupils. On the other hand, that which can only be regarded as of a private nature should be held sacred. This tutor must be in touch with the Professor of Pedagogy, whom he frequently consults. It is assumed that they agree as to principles to begin with; if differences of opinion should occur, he is not bound absolutely to follow the advice of the Professor of Theory, but he must listen to his advice and state his reason for not following it. It is not anticipated that general want of harmony between the two would occur; but, if it did, the higher authorities would have to interfere. One of the essential duties of the tutor is that he shall every year work out a treatise in which he will endeavour to throw light on some point of educational theory. This treatise he will hand over to the Professor of Pedagogy, who, in his turn, will forward it, with remarks of his own, to the Education Department.

Herbart proposed to begin by setting two tutors to work. They were to be paid by the State, and to receive together 400 thalers (£60) in order not to be dependent on the parents of the pupils; the said parents were only required to provide a schoolroom and to admit the tutor to their table; all arrangements relating to instruction were to be entirely relegated to the tutor. The project was approved, but was never carried out, for the young man whom Herbart had in view for the post of tutor had already accepted another appointment.

Herbart therefore hit on another plan, which he called the "Didactic Institute." As it only took into account the art of instruction, other pedagogical exercises were excluded for want of facilities. According to this plan, those students who attended the Didactic Institute chose two or three boys of their acquaintance to whom they gave four or five lessons a week on one subject (which they selected after consultation with their fellow-students) on a method approved by Herbart. In the summer these students came with their boys to Herbart's audit·ium in turn, and taught in the presence of the other stude.ts. Between these lessons a lecture on pedagogy took place, n which Herbart "showed the connexion between the parts which had been illustrated and education as a whole." After he lessons followed Herbart's criticism, which was given individually and in private. As boys of very various ages and subjects of all kinds had been dealt with, many kinds of instruction were represented. During the course of the summer, Herbart's friend Gotthold, the director of a public institution at Königsberg, would give a few model lessons.

That evils must have crept in under these conditions no one will doubt. Herbart himself owns this without reserve in his reports between 1813 and 1817. The difficulty of finding scholars was great, and, even when the students had found them, it often happened that the scholars' attendance was irregular, and the instruction, being free, was not valued. The deficiencies of the Didactic Institute were less felt than they might have been because the students, who were specially gifted intellectually, were imbued with a right spirit. But in 1815 Herbart finds himself obliged to confess that the scholar-difficulty cripples the work of the students, not one of whom can feel the least interest in his pupils; and so the chief impulse is lacking, in the absence of which true teaching is impossible. "So," says Herbart, "this can go no farther"; he must have resident pupils under his own immediate supervision: this could be attained if he might be allowed to take a few boarders, but for this the Government must help him. He would need a few large and well appointed rooms, a moderate sized garden—"for youth must have fresh air"—and a fixed salary for a resident superintendent. Herbart had previously proposed that the Professor of Pedagogy should be connected with a pedagogical practising school on a small scale. This school would resemble the middle forms of a grammar school and the higher forms of the elementary school, for in classes of this standard there is the greatest demand for skilful, ready teaching power, while in the upper classes bare scholarship will do something. The age of the boys was to vary from nine to twelve years, and the number of the pupils from twelve to twenty; if the number exceeded twenty, it would happen that, as in large schools where the fly-wheel moves the whole, routine takes the place of experience. The State was to provide a building, bursaries for poor scholars, and two resident masters.

The State met Herbart's proposals with great liberality. With the entry into the new house began a new period for the institution, now called the "Pedagogical Seminary."

A few details follow relating to the number of teachers and scholars, the curriculum and the organization of the Seminary from 1810 to 1818. The number of students varied from two to ten; of the number of scholars there is no accurate account, but in 1817 for awhile there was only one little eight-year-old pupil at Herbart's command, and he was taught by seven masters.

With regard to the curriculum, we have the following imperfect information.

For elementary subject-matter were observation exercises arranged according to Herbart's "A B C of Observation." Later came "spheric observation-exercises."

The "Odyssey," in accordance with Herbart's system, took a prominent position among the subjects of instruction. For boys from ten to fourteen years of age a few books of the "Iliad" and Herodotus were added. With boys of the highest class Sophocles was read, and, with a few selected pupils, Plato's "Republic." Of Latin authors, Eutropius was selected for the lowest class, and translated and re-translated; the re-translation took place under the guidance of the teacher, as indeed every exercise, and, for this reason, that the writing of any exercise which is left entirely to the scholars is hurtful unless they have already some facility in expressing themselves in Latin. It was noticed that a boy was more willing to prolong his reading if he was previously acquainted with the history involved: consequently a student who was teaching the history of the Punic war was passed on to Nepos' "Hannibal."

Mention is made of grammatical exercises, but no information is given from which any conclusion can be drawn. Latin syntax began when the pupil was ripe for it—generally in the thirteenth year. An important point in the writing of exercises is this, that the giving up of Latin composition such as we are accustomed to see in the lower classes of a school is made quite

impossible. The very first exercises must be so well prepared by reading and grammar (of which well chosen examples have been learnt by heart) that only a few faults are made. The reverse necessitates countless useless corrections, over which the masters waste their time and to which the scholars pay little attention. As long as the scholar is uncertain he should learn by heart whole chapters from Cæsar or Cicero, and re-translate into Latin *viva voce* former exercises from Latin into German under the guidance of the master. For history, Herodotus, Livy, Plutarch, and Arrian's "Life of Alexander" were used. When speaking of German history, Herbart laments that he cannot refer his students to similar models. Instruction was supplemented by maps and pictures from Montfaucon's "Ancient History." Religion, algebra, geometry, geography, natural history, botany, and mineralogy completed the curriculum.

The advantage of having a house for the Institution was soon felt. The first resident master took complete supervision. The students and scholars, to whom the garden proved very useful, showed greater vigour. "It is true," says Herbart, "that the Seminary in earlier times could boast of cleverer students; but never before has it been able to attain such a degree of co-operation of forces, nor produce such advanced pupils to testify to the value of the instruction given." When Herbart had not enough student-teachers he gave a series of public lectures to draw attention to the Pedagogical Seminary. The result of these lectures, which were followed by inspection of the Seminary, was that five students made up their minds to enter. "If the Institute," reports Herbart, "can only continue as it has begun, it is adapted for a three-fold purpose: (1) To give individual students opportunity for practice in teaching; (2) to give practical demonstration of improved methods; (3) to gain experience (through experiment) which can be made widely known and thus advance pedagogical science." Of these three aims the first was to a certain degree attained; the second, partially; but the third has so far been unattainable. For experience which is to have scientific value must possess a degree of perfection and accuracy—a fact which physical scientists know full well, but which pedagogues do not appear to realize at all; and so long as the tutors in the Seminary are only youths who are themselves attending lectures the experience gained will be defective through the faults of these young people as much as in the large public schools it would be rendered useless by the large number of scholars and the impossibility of observing and dealing with them. If there is to be an institution in which valuable experience may be gained, there must be such a superfluity of mature teaching power that there may be no difficulty in procuring instruction for the scholars in sufficient quantity. A pedagogical seminary in which there are more teachers than scholars would come very near being such an institution, provided it possessed a few skilled teachers.

From the report of 1819 we learn that the appreciation of pedagogical science was very limited. Herbart complains that, for the last two winters, he had had only three listeners to his pedagogical lectures. On the other hand, it appears that he began his philosophical course with eighty listeners (about two-fifths of the Königsberg University undergraduates). The number of students in the Seminary in 1823 was ten; in 1824 there were only seven, which drew from him the moan that "the Pedagogical Seminary is like a building which periodically collapses—at least in part—and then only gradually regains its original height." But in 1825 there were once more ten students. Without any essential change, it continued to have an average of eight students and two permanent masters until Herbart's departure and the closing of the Seminary in the summer of 1833.

In conclusion, two characteristics of Herbart should be emphasized: Firstly, education was for Herbart something so sacred that only those feelings which find their purest expression in the life of a noble family could be the connecting link and point of departure for the practical efforts of the educator which have just been explained. Hence his desire to preserve family life, as much as possible, for both teacher and taught. Secondly, he was convinced of the educational importance of the study of classical times—those old classical ages with which few were so well acquainted as himself. When the news of Herbart's death wrung the hearts of his friends at Königsberg, no less a man than Lobeck bore witness to this:

> The euphemism of his language and criticism was classical; his æsthetic feeling—and, indeed, his mind generally—developed in the light of antiquity and in the contemplation of its masterpieces; so in his pedagogy the teaching of philology, though divested of grammatical detail, was reckoned one of the most educative forces. For he believed that the beginnings of human development (such as the Ionic Singer describes as a time in which the most primitive moral simplicity united with the deepest appreciation of the sacred and beautiful), those immortal types of noble humanity, must influence the youthful mind more rapidly and effectively than the structure of a language the magnificent proportions of which even the practised eye is not always able to discern.

MARY LOUCH.

REVIEWS AND MINOR NOTICES.

A History of Modern England. By HERBERT PAUL. In Five Volumes. Vols. I. and II. (Macmillan.)

A record of the history of years not long passed is a valuable possession, for it is easy to forget recent events, and there are few books which deal at any length with those just before our own day. Many new sources of information have become available since Molesworth's meritorious and rather lifeless "History of England" was published in its final form in 1876, and even since Sir Spencer Walpole wrote in 1886, and without disparagement of the good work done by both of them, it will scarcely be contended that, apart from the date at which each concludes his narrative, they have left nothing to be said by others. In these two volumes Mr. Herbert Paul has given us a large instalment of a book which we have expected with pleasurable anticipation. He begins with Peel's resignation of office in 1846, ends here with the death of Palmerston in 1869, and will, we suppose, go down at least to the end of the last reign. His work, in most respects, amply fulfils our expectations: it is full of life and vigour, accurate, and fair. In saying that it is fair we do not mean that it does not exhibit bias. He justly claims that an historian must, and indeed should, express his own opinions. He has done so here; he views persons, events, and matters generally from the standpoint of an advanced Liberal, a disciple of Cobden, an anti-sacerdotalist, and a man of literary culture. At the same time he has recorded events faithfully, and gives credit where it is due. That is the fairness required of an historian. Readers must form their own opinions. Unfortunately that is what few people do.

Of the two methods of writing history—the treatment of events according to their chronological sequence and the arrangement of them so as to illustrate some theory of progress—Mr. Paul has chosen the first. His choice will displease those who adopt the present fashion of lauding what they call the "scientific" method. Yet it may fairly be maintained that no other plan so well enables an historian to exhibit the close connexion of events as a relation of them, more or less as convenience dictates, in the order of their occurrence. Some matters such as those concerning religion, literature, and science must almost necessarily be treated apart from political history, and to these Mr. Paul devotes separate chapters, not set together by themselves, but inserted at different breaks in his narrative. While we approve his choice of method, he seems to us to stick far too closely to chronological order, and to have seriously injured his work by so doing. To write general history year by year is well enough, though even that arrangement must be subject to many exceptions; to write month by month makes neither for profit nor for pleasure. He occasionally repeats what he has already said in an earlier page. Twice we are bidden admire the passionate verse of Mr. Browning's "Sonnets from the Portuguese"; twice we are introduced to "Popanilla," and twice told of the storm raised by Hampden's nomination to the see of Hereford. There is much to praise in his style. He shows narrative power. His sentences are clear and incisive, and, though generally short, are never jerky, and follow one another easily, and, as it were, naturally. His words rarely approach eloquence, but they are well chosen, and his writing has a certain distinction. The one fault to be found with it is that it is often too smart and epigrammatic. One or two of his epigrammatic sentences, however, are telling, as, for example, his contrast between Cavour and Napoleon III.—"the man who had no self but his cause and the man who had no cause but himself."

He has been unlucky in producing these volumes before he

could profit by Mr. Morley's "Life of Gladstone"; it would have given him some fresh and interesting information, though he would have found very little to alter in what he had written. His treatment of politics gains much by the prominence given to the personal element in them. Lord George Bentinck is, perhaps, a little harshly dealt with: he lacked education rather than political capacity. All that is said of Disraeli is admirable. His character and career must not be judged without taking into account, as Mr. Paul does, that he was half a foreigner and stood wholly apart from the thoughts and prejudices of Englishmen. The curious detachment with which he regarded British affairs gave him, it is remarked here, a peculiar power of seeing below the surface of them. His attitude towards Christian beliefs, apart from any question of personal religion, exhibits the same detachment. This is happily illustrated here by a clever sketch, partly taken from Froude, of a scene within the remembrance of some of us—indeed, those who were present are not likely to forget it—when at "the Oxford Diocesan Conference," more correctly at a meeting of the Oxford Diocesan Society for augmenting Small Livings, he lounged into the Sheldonian Theatre in "a black velvet shooting-coat and a wide-awake hat," and in an inimitable address of scarcely veiled mockery, after pretending to demolish the Broad Church platform, settled the Darwinian dispute by declaring himself "on the side of the angels." In strong contrast to him, Palmerston, with whom Mr. Paul is also remarkably successful, was typically English alike in his strong and his weak points. It was to this that he owed no small part of his popularity. His establishment of the idea expressed by "Civis Romanus sum" when he was Foreign Secretary in the Government of Lord John Russell delighted the majority of his fellow-countrymen, in spite of the serious mistakes and occasional failures of his restless policy. The difficulties in which he involved the Government and his habit of acting independently of his fellow-Ministers led to his dismissal. Lord John's revelation of the letter written by the Queen to Palmerston in April, 1850, was, Mr. Paul justly considers, an ungenerous as well as a barely constitutional act. Palmerston's revenge was not long delayed, for his dismissal was the real cause of the fall of the Government.

The Government of Lord Aberdeen had the capital defect of all coalitions, lack of homogeneity, and a special misfortune in that it included Lord John Russell, who is described here as its "evil genius." Its history is relieved by the success of Gladstone's early Budgets; his financial triumphs are adequately recorded, though the measures which won them are not described in any great detail. No one will grudge the high encomium pronounced on Aberdeen; yet it seems questionable whether he ought not to have resigned office rather than carry out a policy he disapproved with respect to the Russian War. Pitt, Mr. Paul pleads, followed a like course in 1793. To that we demur. Pitt, like Aberdeen, went to war unwillingly, but he did so because war was forced on England, and not because he would not break up his Government. In spite of the exigencies of space both the Crimean War and the Indian Mutiny are related with picturesqueness and vigour. Outram's chivalry in resigning the command to his junior, Havelock, in the march to Lucknow, is warmly commended. It was certainly chivalrous, but it was not business, and, as it happened, it led to the loss of many lives which were sacrificed by Havelock's impetuosity. The remarks on the vengeance taken on the mutineers, and specially on those concerned in the massacre at Cawnpore, are a good illustration of the sanity of judgment and virile temper conspicuous in these volumes. The appreciation of the part taken by the Prince Consort in public affairs is singularly felicitous. It showed the influence of two widely different Mentors: from Peel, we are told, "he learnt the principles of commercial and constitutional freedom"; from Stockmar, "the maxims of a hide-bound monarchical pedantry." For many years, and specially during the Crimean War, he was unpopular; yet, though he was "thoroughly and intensely German," he worked with whole-hearted devotion for the welfare of England.

Mr. Paul's chapters on ecclesiastical affairs, literature, and other social matters are very pleasant. With his estimate of Bishop Wilberforce, severe as it is, we should heartily agree, if he had acknowledged the effect of the bishop's example in raising the standard of episcopal activity. Some of our readers will perhaps be surprised—some, we hope, will be pleased—to find that he ranks the author of "Ravenshoe" above his brother Charles as a novelist. He seizes on the best traits in every author's work; his warm admiration for Thackeray, for example, does not blind him to the greatness of Dickens, to whose characters he sometimes refers in his narrative. Strangely enough, his acquaintance with "Pickwick" has not saved him from the slip of writing about medical students of the type of "Dick" Sawyer.

Open-Air Studies in Geology. By GRENVILLE A. J. COLE, M.R.I.A., F.G.S., Professor of Geology and Mineralogy in the Royal College of Science for Ireland. Second Edition, Revised. (Price 8s. 6d. Griffin & Co.)

"Nothing short of striking the rock-mass *in situ* with the hammer, and taking in with the eye its position and surroundings, even to the broader features of the landscape, should content the geologist who would follow worthily the founders and masters of the science." These words of Prof. Cole's ("Aids in Practical Geology," page 93) admirably express the spirit in which this book is written. The open air breathes through the whole of it—the *föhn* and the sou'-wester; we hear the ring of the hammer on the Alpine peak, on the volcano of Auvergne, on the granite of Wicklow, and on the gabbro of Sgurr nan Gillean; we trace the tiny stream from its source among the snows till the thunder of the surf on the shore reminds it of the thunder of the far-back waterfall; we wander over the plains of Lombardy and of Hungary, of Utah, and of Cambridgeshire; we note that in Bavaria each village church tower is surmounted by a bulb; that "the farm-lands, catching the sunlight, with little cottages and sheltering copses and long green hedgerows, remind one of rural England, and are none the less delightful for it"; that "with a cloudless sky above and a still, hot air below, the level Venetian landscape stretches, with its white villages and maize fields, all the life of harvesters, brightly-dressed women spinning as they walk, and sleek, brown oxen drawing low-wheeled carts." The genuine geologist is always more or less of an artist—we are sure that Prof. Cole is one—and, excellent as are the many photographs which illustrate this volume, we cannot help wishing that he had added to them a few reproductions from his sketch-books.

Chapters i. and viii. are entitled respectively "The Materials of the Earth" and "The Annals of the Earth." The former of these consists mainly of simple definitions and descriptions of the chief rock-forming minerals and of the methods of separating these from one another and of preparing rock-sections. In the latter the story of the various groups and systems, from the Archæan to the Cænozoic, as told by their fossils, is briefly sketched. In the remaining eight chapters we are among the broad ridges of the world, seeing how the wind and the streamlet and the ocean and the rocks all work together, with the great Sun shining overhead.

First of all, we are in a mountain hollow in Westmorland or in Donegal, in the Alps or in the Himalayas—what does it matter where?—and we see the work done by ice and snow and water, the combes, the *roches moutonnées*, the falls, the tarns, the pot-holes, the moraine-mounds. Then we follow the little stream down the valley; we see it joined by other streams and cutting its deep way through the hardest rocks; we note the long cones of screes, the wide stretches of barren sand and gravel, the attempts of the natives to tame or to regulate the torrent, and its always successful assertion of its liberty, till we reach its delta, and so wander off along the shore, observing the beach and the cliffs and the stacks, the sand-hills and the terraces.

Anon we are wandering across the plain, exploring dead volcanoes and roaming over a granite highland. The Surrey Hills, where we listen to the unpleasing voices of a flock of toothed birds rising clamorously from the Wealden lake, naturally lead us to the folds of the mountains, to the Jura and the Alps, and we end up with a prophecy, or, at least, with an expression of hope, for the future of this world and of the inhabitants thereof:

> The Apennines have already started with considerable success, the Wealden anticlinal still remains only some 300 to 800 ft. above the sea; but there are signs of the formation of small subsidiary folds within its main limbs. Perhaps, after all, the gneiss and granite far below will once more see the light of day: London and Brighton, long before lost to human knowledge, and buried in conglomerates from the rising mountain-chain, will become infolded in the recumbent syn-

clinals of the foot-hills north and south; and, finally, crowds of regenerate mortals, each one a scientific observer from his birth, will flock on public holidays to the snow-peaks of the English Alps.

Prof. Cole is a poet, too. Before we shake hands and part—not without hope of meeting again—he will allow us two words. Pot-holes do not depend for their formation on the presence of stones: as is shown by their existence in the syenite of the cataracts of the Nile, sand only is needful. Prof. Cole will himself be the first to acknowledge that, if a stone has got *wedged* into a crack, no rush of water can turn it round and round.

Roches moutonnées were so called by De Saussure owing to their resemblance to a well dressed fleece or to a *perruque moutonnée*—a fleece-like wig, not a frizzled wig. Thus, Lamartine says:

La fenêtre est tournée
Vers le champ des tombeaux,
Où l'herbe moutonnée
Couvre, après la journée,
Le sommeil des hameaux.

Surely not like frizzled wigs, but like a flock of resting sheep. Lastly, *San Stefano* is not Italian; it may be Roumanian.

Public Schools and Public Opinion. By T. PELLATT. (Price 2s. 6d. net. Longmans.)

"Sir," said Dr. Johnson, "education is as well known, and has long been as well known, as ever it can be." Mr. Pellatt is of the same opinion, and this "apology for certain methods in English higher education" is a schoolmaster's version of "Candide." The title would suggest a counterblast to Mr. Coulton's "Public Schools and Public Needs"; but there is no reference to that definite indictment, and generally the essayist avoids coming to close grips. The Greek question, for instance, is very much to the fore. What is Mr. Pellatt's contribution? "'I hate byways in education,' said Dr. Johnson, . . . the wise old man"; and those of us who advocate the abolition of compulsory Greek are compared to mountebanks, who would cure the patient by extracting "Greek, a sort of decayed tooth in Athene's head." Dr. Johnson said the last word on the subject: "Greek is like lace—we must get as much of it as we can." Do we wish to see some elementary science, Nature study, *Heimatkunde* (call it what you will), some handicraft, and some drawing introduced into preparatory schools? Mr. Pellatt answers that he has had from the parents of his pupils 131 different suggestions of new subjects, which, we gather, he has consigned to the waste-paper basket, adhering to the old motto: "Non multa, sed multum," which he translates: "Much Greek and more Latin." Do we want to exercise our children in experimentation and induction? This sort of interest can be equally aroused in a classical curriculum, "as, for example, by giving boys boxes of puzzle bricks with which to construct Cæsar's bridge across the Rhine."

The bulk of Mr. Pellatt's book is on the offensive and strictly negative. We welcome therefore one positive suggestion. Mr. Pellatt has no belief in training. Teachers can only learn to teach in the actual class-room, as soldiers learn to fight on the battlefield and doctors learn the art of doctoring in the hospital. Singularly unfortunate illustrations, it seems to us; but we pass from theory to the practical suggestion: "There might be a larger room where three or four junior masters did so many hours' teaching a week together with one of the senior men, who would be taking a form at the same time." Dr. Johnson—or, rather, Dr. Johnson's ghost—suggests the quip courteous: "Parturient mountains have ere now produced muscipular abortions."

One parting criticism. A gentleman who picks holes in Sir Oliver Lodge's English, and who holds that the quickest and safest way to teach a boy to write his own language is translation of a Latin author at sight, should be very careful that his own English is immaculate. "The rosy path of the kindergarten mud-pie" and "a petrified mosaic of educational curiosities" are mixed metaphors even less defensible than Sir Oliver Lodge's "vivid schoolboys."

It may seem that we have ourselves fallen into Mr. Pellatt's error, and devoted an inordinate space to purely negative criticism. Our justification is, first, that Mr. Pellatt presents his views with some plausibility and considerable literary power; secondly, that these views must still, we fear, be taken to represent the current opinion of the average public-school master, which he generally keeps to himself, and that it behoves us who believe that there is a science of education; that teachers can, and must, be trained; that Pestalozzi and Froebel preached doctrines of universal application and were not German "cranks"; that teachers' conferences are not caucuses got up by a few self-advertisers; that State grants to education do not all go to the manufacture of hooligan hobbledehoys—that it behoves, we say, all true educational reformers to know both the kind and measure of the opposition that they must be prepared to encounter.

A General History of Commerce. By W. C. WEBSTER, Ph.D. (7½ × 5 in., pp. ix, 526, illustrated; price 6s. 6d. Ginn.)

Dr. William Clarence Webster is Lecturer on Economic History in New York University. His book, though primarily intended for students in the United States, is equally suitable for students and the older pupils in schools in England. Each of its parts—more particularly the first four—is fairly complete in itself, and may be used separately as a study of commerce in history—that is, of history from the commercial point of view—or as a valuable companion and supplement to the ordinary periods of political history; the latter course being probably the more suitable one for schools in England. Dr. Webster very modestly tells us in his preface that, if his book proves dull, it will not be the fault of his subject, but because he has failed to grasp its dramatic elements. Let us assure him at once tha his book is very far from being dull. It is well informed, written with sound judgment, and very decidedly interesting. For purposes of clear treatment, it is divided, though by no means rigidly, into five parts or periods. The first period is "Ancient Commerce" down to the dissolution of the Roman Empire in 476 A.D.; the next, "Mediæval Commerce," carries us down to the geographical discoveries in the fifteenth century; the third, "Early Modern Commerce," extends to the patenting of the first steam engine in 1799 A.D.; the fourth, "The Age of Steam," extends to the laying of the great Atlantic cable in 1866 A.D.; while the last brings us down to to-day, and is called "The Age of Electricity." Parts II. and III. are particularly well done, and are as interesting as the chapters of a romance. They alone, or either of them singly, would be sufficient to prove the vital importance of the commercial point of view to the clear understanding of the progress, and the causes of the success and the failure, of civilization in the past and the present.

It has taken us teachers a long time to learn how indispensable for clear understanding and lasting interest is the interconnexion of history and physical geography in our school work. But, now that we have learnt that fact, it should not be difficult for us to pass on to the realization of the need for a fuller and better understanding of industrial and commercial activities in their bearing on that interconnexion, and of the bearing on them of physiographical facts and political history. Should, however, any of our readers find it hard to realize this need, we would advise them to study the chapters of this "General History of Commerce," wherein they will find the matter clearly and objectively set before them without any pleading. The book is supplied with some thirteen interesting pictures of trading vessels in use during various periods, and with nineteen useful maps, ten of which are coloured. We are also given an index, useful as far as it goes, but not nearly full enough for purposes of ready reference. It is a pity that, as is so often the case with books made in the United States, the volume is very heavy to hold in the hand. Why need such very heavy paper be used? It may be wanted for maps and illustrations—which in this case are on different paper—but it is not wanted for the letterpress. A short bibliography of reference books is given at the end of almost every chapter.

Augustus: the Life and Times of the Founder of the Roman Empire. By E. S. SHUCKBURGH, Litt.D., late Fellow o Emmanuel College, Cambridge. (Fisher Unwin.)

It must be difficult to write a biography of a man whose times were wholly different from our own in such a way as to present the reader with a living figure. Mr. Shuckburgh, already known by his edition of Suetonius, has succeeded in doing this, and his book is therefore no small achievement. People who have little acquaintance with Roman history may

read it with pleasure, and those who have previously studied its subject will be ready to acknowledge that, at the least, it exhibits a clear conception of the character and life of Augustus. No one can read it without feeling that he gets a sight of the man himself—of the handsome youth, carefully brought up, guarded and guarding himself from frivolity and vice; of the young statesman, wary and self-controlled, of the capable general, of the splendid and industrious ruler working incessantly to perfect every department of political and social life. Mr. Shuckburgh well describes how at the outset of his public career Octavian allied himself with the aristocrats in order to carry out his own purposes; how the Senate believed that his success was theirs, and at last found that by giving him an army they had made him master of the situation. The Triumvirate, aptly spoken of here as a "dictatorship in commission," followed, and with it the proscriptions. We are asked to believe the statement of Suetonius that Octavian was unwilling to begin the cruel work; but that, when once it was begun, he insisted that it should be carried out thoroughly. This is likely enough; for he must have known that half-measures would be fatal, and he was not a man to allow his judgment to be overruled by sentiment. His supremacy was finally won by his appearing as the champion of Rome against Antony and his Egyptians. He conquered at Actium not a mere personal enemy, but the leader of an army which threatened Italy.

Mr. Shuckburgh's treatment of constitutional matters is neither so full nor so clear as his more distinctly biographical work. Though he distinguishes between the title of *princeps* applied to Augustus in 27 B.C. and that of *princeps senatus*, he finds a connexion between them in that, "as the *senatus* is the first order in the State, the *princeps senatus* is also *princeps civitatis*." So far as we understand his position we venture to disagree with it. As his book appeals primarily to readers who are not skilled in Roman history, its slight weakness in dealing with such questions is of no great moment—specially as the general impression which it conveys with respect to the constitutional changes wrought by Augustus is certainly correct. The daily life of Augustus, his personal traits, and his relations with the Roman people, with men of letters, and with his family are delightfully portrayed. We note that the name of the rich Procurator of Gaul is given as Licinius. For this form the authority of Dion, such as it is, may be quoted; the "Licinium Enceladum" of Suetonius ("Oct." c. 67) surely being corrupt. Licinus, however, seems to be the correct form (see the scholiast on Juvenal, "Satires" i. 109, and also "Satires" xiv. 306, and the well known epigram beginning "Marmoreo Licinus tumulo jacet, &c.").

The Expansion of Russia, 1815–1900. By FRANCIS H. SKRINE, F.S.S., H.M.'s Indian Civil Service (retired), Author of "The Life of Sir William W. Hunter," &c. (Cambridge University Press.)

In spite of its title, this book, which belongs to the "Cambridge Historical Series," edited by Dr. G. W. Prothero, is neither more nor less than a general history of Russia from Waterloo to the Conference at the Hague. Though it opens with a statement of a theory of necessary development which we believe to be unsound, asserting that the development of Russia is governed by the same law as the growth of a blade of grass, its narrative by no means neglects the personal equation. The part played in history by the human will is, of course, specially conspicuous in the case of a country governed by an autocrat. Such a country is more liable to experience violent changes of policy than those whose institutions rest on the will of the nation. An autocrat, having fewer restraints than a constitutional ruler, finds it easy to reverse the policy of his predecessors or of his own earlier years, and as he shares the infirmities of the rest of mankind, and from the circumstances of his position is likely to fall under the influence of others, his country will probably at one time be governed on more or less liberal principles, and at another will be subjected to a system of repression. Evidence that this has been the fate of Russia will be found in Mr. Skrine's volume, which is written with care and moderation, and certainly presents the rulers of Russia in as favourable a light as possible. The reign of Alexander I. is full of inconsistency. After his quixotic experiment of restoring Poland as a separate State with constitutional institutions, his insistence on the establishment of a constitutional system in France, his efforts for education and for the amelioration of serfage, and his unfortunate attempt "to promote religious and constitutional government in Europe" by his Holy Alliance, he allowed Metternich to persuade him to support despotism abroad, the Russian prelates to convert him to obscurantism at home, and a lay Minister to carry out a policy which alienated the affection of his people. Under his brother and successor, Nicholas I., Russia was closed against Western progress. Mr. Skrine makes the most of Nicholas's desire for his country's welfare, and is, we venture to think, too indulgent in his judgment of him; but he does not disguise his tyranny. The causes and progress of the war with France and England are well set forth. So, too, some interesting information is given respecting the emancipation of the serfs and the reasons why it has not yet accomplished all the good expected of it. We observe that Mr. Skrine unhesitatingly describes the *mir* as "a primæval form of government." Some distinguished historians, however, and among them M. Seignobos, believe it to be a comparatively recent institution, established by the Tsars for fiscal purposes. Alexander II. vacillated like his grandfather. His liberalism was short-lived; he yielded to the will of his Ministers, and sanctioned a return to a system of grinding absolutism. He paid the penalty in 1881. The principal events in the spread of the Tsar's dominions are clearly described, and will be read with peculiar interest at present.

The Cambridge Modern History, Vol. II.—*The Reformation.* (Cambridge University Press.)

This volume takes us from the death of Pope Alexander VI. in 1503 to the death of Calvin in 1564. The half-century herein embraced is undoubtedly the most momentous in the religious history of the world since the foundation of Christianity, and the most difficult to view from a specular mount. Such a philosophic standpoint was not contemplated by the author and begetter of the "History," Lord Acton. He held, and held with justice, that history is too vast a field for any single mind to cover, and that the only way to furnish the student with just conceptions is a cadastral survey—an atlas, as it were, in which the mapping out of each department is entrusted to a specialist. The death of the chief draughtsman has deprived the present editor of what would certainly have formed the most learned and illuminative chapter in the volume—Lord Acton's account of the Council of Trent.

The critic of such a volume, if he would not display his own conceit or ignorance, is bound to content himself with generalities. What has most struck us is the spirit of historic indifference, the calm judiciousness with which writers who differ so widely in religion as, for instance, Dr. Fairbairn and Mr. James Gairdner have dealt with the heated polemics of the age. The keynote is struck by Dr. Krause, who disposes in a line or two of the *chronique scandaleuse* of Alexander VI. and does justice to him as the statesman who first conceived an *Italia unita*. The chapter that has pleased us best is Prof. Lindsay's on "Luther." It is a trite theme, but he has given the most consistent portraiture of a mixed character—strong in its weakness and weak in its strength, a bigoted reformer and an intolerant advocate of toleration, a standing enigma to historians no less than that of Cromwell. Next to this we should rank Dr. Fairbairn's chapter on "Calvin" and Prof. Maitland's on "The Scottish Reformation."

Gemme della Letteratura italiana. Raccolti da JOEL FOOTE BINGHAM. (Price 35s. net. Frowde.)

This handsome quarto volume, to which Mr. Frowde stands as *proxenos* in England, was printed at the Barbèra Press, in Florence, and is an admirable example of modern Italian typography and bookbinding. The claim of "scrupulous accuracy" made in the introductory note is fully sustained, but we have noted a few slips for which the editor rather than the printer must be held responsible. Manzoni (page 675) is said to have been at college from 1891 to 1894, and on page 756 there is the extraordinary note: "Metti in contrasto 'The Cotter's Saturday Night' dell' autore del 'Vicar of Wakefield.'"

The specimens cover the whole of Italian literature from the legends of the thirteenth century and the "Fioretti" down to living writers—Carducci, Cossa, and D'Annunzio. Prefixed to each set of extracts is a brief biographical sketch of the author, with the titles of all his works; and there are, besides, brief

notices of other writers not represented in the text. A full table of contents and an index make the work serve at the same time as an abridged cyclopædia of Italian literature.

The only work we know with which it compares is the "Manuale della Letteratura italiana" of D'Ancona and Bacci, to which Prof. Bingham expresses his indebtedness; but this is on a far larger scale, and appeals rather to the professional scholar than the lay reader. Few Englishmen nowadays read any Italian besides Dante and perhaps, when Mme. Duse is acting, some Italian plays; yet for a comprehension of English poetry, its development, and present form a study of Italian is at least as important as the study of Latin and Greek that Mr. Collins so persistently urges. This beautiful anthology of Prof. Bingham's will do something towards making us "antiquam exquirere matrem."

Education in accordance with Natural Law. By C. B. INGHAM. (Price 3s. net. Novello.)

Mr. Ingham has a firm grasp of first principles, and treats education as a process of evolution or natural development. The defect in the essay is that the doctrine is mainly negative—a demonstration that in our prevailing practice whatever is is wrong. His conclusions, he tells us, are based on experiments conducted during several years, both by himself and his friends, "not only in the acquirement of new branches of ordinary knowledge, but also in the acquisition of various kinds of skill, manual and otherwise." Our curiosity is whetted, but of the observations themselves we have not a word, and even the "middle axioms" reached appear to us sometimes questionable. Thus the first "idol of the forum" which he shatters is the dictum that competition is necessary as a stimulus. That competition plays too large a part in our schools and Universities most would agree, but can we afford to discard it and ban it as unnatural? Emulation is as much a part of human nature as altruism. What would a game of cricket be without sides or scores? "Children should be worked hard at school" is doubtless a pernicious maxim as it stands; but change it to "work hard" and it expresses a truth which is overlooked in Mr. Ingham's natural philosophy, to wit, that, when all is said and done, there must still be in all formal education an element of grind on the part of the pupil and of holding the nose to the grindstone on the part of the teacher. Mr. Ingham, we repeat, is on the right track, but he disregards the ruts and takes no account of friction.

Compositions and Translations. By the late H. C. F. MASON. (Cambridge University Press.)

Mr. Mason, as a brief memoir by his sometime colleague Mr. Gilson informs us, was a master at Haileybury College from 1883 to 1892. At Cambridge he won a University scholarship and two University prizes, and the present volume is sufficient testimony to his catholic literary taste and *Sprachgefühl*. Two or three of the versions we recognize as old friends, first printed in *The Journal* as prize translations or *proximes*. The majority of the compositions are Latin verse, and it is in elegiacs and alcaics that Mr. Mason excels. Tennyson's lines to Virgil, Praed's "Childhood and his Visitors," Peacock's "The mountains steep are sweeter" are admirably rendered. There are some flaws which would doubtless have been removed had the author lived to give the last revision. We doubt whether any Roman, without the English of Tennyson to guide him, would make any sense of "planities quae rapit centum ad aequor praedia." "Sunt et fata cani suique lusus" quite misses the proverbial force of "Every dog will have his day." In the Marquis of Montrose's lines, "As Alexander I will reign," it is rash to provoke comparison with Dr. H. M. Butler, and, if we mistake not, *amator* is always used *in malam partem*. So the translation of Horace, "Odes," III. xxix. pales in the fierce light of Dryden's paraphrase:

> "Blest who each even
> Can boast him, in himself entire,
> I've lived: to-morrow let the Sire
> With pitchy cloud possess the heaven
> Or lustrous ray";

and it is only under stress of rime that a mast can be made to "foam." By way of contrast we will quote a most felicitous rendering of Martial. We choose it mainly because of its brevity:

> Go, happy rose, grace softly twined
> The locks of my Apollinaris!
> And, so may Venus still be kind,
> In after years his temples bind
> When white with timely eld his hair is."

Platonism in English Poetry of the Sixteenth and Seventeenth Centuries (New York: John Smith Harrison.)

This volume, with the bibliography appended to it, contains much useful matter and indications of the sources whence more might be drawn for a systematic study of this most interesting subject. If it is fair to demand that a book shall be the unified and discriminating statement of the writer's ideas, it must be confessed that such an ideal is by no means attained in the volume before us. It would be difficult to find any essential unity or progression in the work; it is the more tantalizing to be asked to accept the semblance of progression suggested by the headings and subdivisions of the chapters. The author's praiseworthy labours in collecting his material are commendable; but as yet he stands to it only in the relation of a quarryman—the unifying work of the master builder, the exercise of the judging and constructive faculties, is yet to be done. Many of the remarks by which the author links together his numerous quotations bear pleasantly on the subject; but they show no mastery of it or grasp of thought, and are often—as on page 102, where the question under discussion is Fletcher's description of the Idea Beatificall—little more than a word-for-word rendering of the passage which the author also naïvely appends. The work before us, in common with many other would-be critical works of to-day, is conspicuously lacking in the essential quality of coherence.

(1) *Historical Studies.* (2) *Stray Studies.* Second Series. JOHN RICHARD GREEN. (Price each 4s. net. Macmillan.)

Nearly a third of the first of these volumes is occupied with reviews of Freeman's "Norman Conquest." They are a model of good taste, showing how it is possible for a clever and witty disciple to criticize a pedantic and touchy master freely and frankly without giving offence. We doubt, however, the expediency of republishing criticisms of which the positive part has been embodied in Green's own "History." The case is different with the articles on the "Ban of Kenilworth," "London and her election of Stephen and Dunstan at Glastonbury," original studies rescued from the limbo of archæological journals. We are no less grateful to Mrs. Green for giving us "Notes on the Battle of Hastings," impressions of the battle-field jotted down on the spot, an object lesson to the historical student of how to observe. The second volume consists of "middles" from the old *Saturday Review*. Here, again, we distinguish. Travel-pictures, such as Château-Gaillard, Troyes, and Knole, are as living as when they were penned thirty years ago, and Green's pot-boilers are better than most artists' diploma pictures; but others, on East-end charities, for example, good as they were at the time, have no permanent interest.

Adonaïs: a Class Study in English Poetry. Edited by SUSAN CUNNINGTON. (Norland Press.)

The editor seems to have realized one of the chief abuses of the ordinary class book—its burden of explanatory notes on points of detail, acting as an incentive to mental slackness in both teacher and pupil. She has set before her in her analysis of the poem the ideal, too often obscured in the work of hasty preparation to satisfy the examiner, of stimulating individual reflection, instead of imposing on the too receptive mind of the pupil her own interpretation of the significance of difficult passages; and she has introduced into the notes copious parallels from Shelley's own poems and those of other writers to throw light on the passage under consideration and to enlarge the pupil's literary experience. The notes, in fact, skilfully evade the task of giving any direct clue to the meaning of the idea which they profess to illustrate; they consist almost entirely of lengthy quotations from poets and prose writers of the first and of a meaner order, with no explicit discrimination of the value of their utterances. A word is often sufficient excuse for the introduction of a quotation whose bearing on the passages which it professedly illustrates has often baffled the reviewer, and may even elude the intelligence of the average schoolgirl.

The English Novel. By WALTER RALEIGH. (Murray.)

It is gratifying to see that public opinion has shown its recognition of the value and charm of Prof. Raleigh's history by the demand for a fresh impression. The popular edition lately issued by Mr. Murray is calculated to render accessible to a still larger circle of readers a book which combines in a very rare degree a subtle and penetrating humour with comprehensive critical insight and a wide range of literary experience. Is it too much to hope that, after the fifth impression of the first, we may be called upon to welcome a second volume?

Francis of Assisi. By ANNA M. STODDART, with Sixteen Illustrations. (Price 3s. 6d. Methuen.)

This dainty little volume forms an excellent addition to the series of "Little Biographies" published by Messrs. Methuen. The career of St. Francis is sympathetically described, the ascertained facts being well brought out according to the latest researches of M. Sabatier and others. The authoress has, indeed, used her authorities to good purpose, and has, moreover, made a first-hand study of the localities associated with the saint's home life and activity. The illustrations are altogether admirable. The book is divided into three parts:—(1) Historical, which deals with the early history of asceticism and the evolution of the Papacy; (2) Biographical, the career and achievements of the Saint; and (3) St. Francis in Art. Part I. is the weakest section in the book. It attempts to cover too much ground, indulges in vague generalities, and is too obviously dominated by a pronounced prejudice against all things Papal and Roman. The moralizing is often tiresome

and always commonplace. When, however, the authoress reaches her proper theme—the career of the Saint himself—her narrative becomes full-bodied and convincing, and shows unmistakable evidences of wide and discriminating study. The book may be recommended as, on the whole, an excellent introduction to the study of St. Francis. There are some rather irritating misprints—*e.g.*, on page 165 "complimentary" should be "complementary."

The Butterflies and Moths of Europe. By W. F. KIRBY. With fifty-four coloured Plates and numerous Illustrations. (Price 20s. net. Cassell.)

A new and thoroughly revised edition of the author's "European Butterflies and Moths," published in 1884 at nearly twice the price. It includes all the new species of European butterflies and larger moths included in Standinger and Rebel's "Catalogue of Palæarctic Lepidoptera," and also the species found in Madeira and the Canary Islands. The only work we know that can rival it in fullness and cheapness is Dr. Ernst Hofmann's "Die Raupen der Schmetterlinge Europas"; and there are not many of our English butterfly collectors who know German. It is pre-eminently a book for school libraries.

(1) *Stray Thoughts for Mothers and Teachers.* (2) *Stray Thoughts for Girls.* (3) *Stray Thoughts on Character.* (4) *Stray Thoughts on Reading.* By L. H. M. SOULSBY. (Price 3s. 6d. each net. Longmans.)

This new edition of Miss Soulsby's works is tastefully bound in limp leather and specially designed for presents and prizes. Miss Soulsby has made her mark as a writer, and it would be impertinent for us to attempt in a sentence or two to define her position; but to any who have not read her we may say that the keynote of her teaching is religious earnestness seasoned by the salt of sound common sense and flavoured by familiarity with the best literature.

Latin Grammar. By Prof. W. G. HALE and Prof. C. D. BUCK. (Ginn.)

Prof. Hale's name is well known even in England as one of the best exponents of the methods and aims of Latin teaching. This grammar, for which he is mainly responsible—in the portions dealing with philology his fellow-professor has collaborated—stands halfway between Kennedy and the larger Roby. It does not pretend to take all Latin for its province; rare constructions are passed over, and early Latin is only dealt with when it throws light on later constructions. On the other hand, the syntax is far fuller and more logical than in the "Public School Latin Primer"; in particular, the meanings of the cases and questions of phonology, accent, and hidden quantity receive adequate treatment. For the justification of innovations and the discussion of more difficult questions we must wait for the Supplement. At present we will content ourselves with calling attention to one or two of the more striking features. The introduction of a new category, the "subjunctive of obligation or propriety," is a clear gain. "It at once illumines such an example as 'Quid te invitem?' 'Why should I urge you?' which formerly had to be forced under the subjunctive of deliberation, though there is no shade of deliberation in it." So, too, we think the term "anticipatory subjunctive" useful as combining under one head constructions like "famam qui terminet astris" with the commoner "expectare dum," "quam mox," &c. *Amandus* is classified as a future passive participle. We must wait for the author's justification, but we cannot but hold that neither origin nor actual use justifies the nomenclature. "Volvenda dies" gives the original, and "Nunc est bibendum, nunc pulsanda tellus" ("now there's a drinking, now an earth-beating") the actual use. The table of contents and a full index make reference easy. We strongly commend the grammar to the attention of sixth-form masters.

The Agamemnon of Æschylus. With an Introduction, Commentary, and Translation, by A. W. VERRALL, Litt.D. (Price 12s. Macmillan.)

The present edition differs mainly from the first, which appeared in 1889, in the printing of the translation to face the text. The commentary has been shortened, and there are numerous minor corrections and improvements. In particular a third appendix has been added, justifying and reconciling with the well known passage of Pollux the editor's distribution of the *dramatis personæ*. In form no less than in matter the new edition is a worthy companion volume to the plays of Sophocles by Prof. Jebb, to whom it is dedicated. One slight criticism of a formal kind—now that the translation has been transferred, it seems superfluous to repeat whole lines in the notes.

A French and German Picture Vocabulary. By W. MANSFIELD POOLE. (Price 3s. 6d. Murray.)

The pupil who masters the vocabulary will have learnt some seven hundred words, including geographical names. The words are well chosen and given both in phonetic and in common type. The selection within such limits is necessarily arbitrary, and it is idle to ask why there is a kite and not a hoop, a cricket-ball but not a football. Generally the object designed is clear; but, with parts of the body, it would have been much better to give a full-page figure with numbered lines pointing to the separate parts and features.

"Siepmann's German Series, Advanced."—*Der Trompeter von Säkkingen.* Edited by E. L. MILNER-BARRY. (Macmillan.)

Scheffel's famous poem has been judiciously abridged to something under five thousand lines in order to bring it into line with the rest of the series. The poem is highly romantic, and its *verve* and humour will commend it to the schoolboy, though we should not be inclined to rank it so highly as the editor. The monotony of the "Hiawatha" metre, however skilfully managed, is oppressive. Mr. Milner-Barry is too well known as an editor to need any commendation. The notes are brief, but no difficulty of words or allusions in the text (and they are numerous) is passed over. Scheffel, with his archaisms and provincialisms, does not seem to us well adapted for Mr. Siepmann's method of reproduction; but the exercises have been skilfully framed so as to eliminate all that is abnormal and poetical in style and diction. We note one slight slip—the English legal term is "usucaption," not "usuception."

A Junior French Grammar. With Exercises. By L. A. SORNET and M. J. ACATOS. (Price 2s. Methuen.)

The preface informs us that this "Grammar" has been written chiefly for the use of Local candidates; in other words, it follows the old conventional lines, and we can find nothing to differentiate it from half-a-dozen school grammars already in the field. "The horse has no oats, but he has some water." "There are some pencils, paper, and pens for the pupils." We all know the old litany. The grammar rules are often slipshod: "A possessive adjective agrees in gender and number with the object possessed, but with the possessor as in English." "*Time* is translated by *temps*, (*a*) when it means a part of the duration of a certain period—Vous avez *le temps*. (*c*) The expression in which it has a most extensive sense—Perdre son *temps*." *Si* conditional is mixed up with *si* in indirect questions, and the result is a hopeless jumble. The best part of the book is the conversation at the end, and the reprint of Oxford and Cambridge "Preliminary" papers.

Studies in German Literature in the Nineteenth Century. By Prof. J. FIRMAN COAR. (Price 10s. 6d. net. Macmillan.)

The fuller title would have run, "Studies in German Democracy as reflected in Literature." "Ab Jove principium": the work begins with Goethe and it ends with Goethe as its last word:

"Nur der verdient sich Freiheit wie das Leben,
Der täglich sie erobern muss."

Individualism, not Communism, not "Christian ownership," least of all State-socialism, is the lesson that Western civilization—and America in particular—has to learn from modern German literature. Prof. Coar has read widely, and his analyses of Spielhagen, Sudermann, and Hauptmann are full and instructive, though coloured by his social philosophy. With Heine he seems to us less successful, and it is a pity that he should have chosen the worst of his many translators, E. A. Bowring, to present to non-German readers his poetry.

Bell's French Course. Part II. By R. P. ATHERTON. (Price 1s. 6d. G. Bell.)

Mr. Atherton expounded his views on French teaching in a paper read before the Modern Language Association, which we reported fully at the time. He believes in plenty of grammar drill, but grammar founded on the reader. This system is well worked out in this volume, which is evidently the result of practical experience. In the first nine lessons the teacher will find all his part of work set out for him. Then follows a collection of short stories and passages for repetition to be treated on the same lines. We think he is right in giving no vocabulary.

Heine's Die Harzreise. Edited by LEIGH R. GREGOR. (Ginn.)

We have in England two rival school editions of the *Reisebilder* by Prof. Buchheim and C. Colbeck, and we doubt whether Dr. Gregor's edition is likely to supersede them. It is more learned and fully annotated, but it covers less ground and contains much matter that is not wanted by schoolboys. In the "Harzreise" Heine was trying his 'prentice hand, and, though he never wrote anything better than parts, as the "Berg Idyllen," parts are poorish fooling. What Dr. Gregor seems to us as an annotator to miss is a sense of Heine's humour. A page and a half on the esoteric meaning of Heine's *confessio fidei* ("Tannenbaum mit grünen Fingern") smacks of the scholiast, and such a note as "'Profaxen und andern Faxen,' foregoing [*sic*] the word-play, one might perhaps render 'Profs. and other simpletons,'" is not illuminative.

Spanish Grammar. By T. E. CURRIN. (Price 3s. Hirschfeld.)

In the 1904 revised and enlarged edition of Tomás E. Currin's well known "Spanish Grammar" Prof. Arteaga has taken the place of Prof. D'Ortengo as editor. The main features of the book are practically the same as those of the third edition (1892): the first 336 pages correspond almost page for page. The ever present idea of bringing the work up to date seems to be overdone at times. On page 300, for instance, in the "Diario de una mujer del gran mundo" the date of the first entry has been altered from 27th Jan. 18... to 27th Jan. 19...! In the vocabulary there is a somewhat curious departure from custom—viz., placing the feminine forms of adjectives and past participles before the masculine forms. The chief advantages which this edition

possesses over those of former years are (1) clearer type, (2) the addition of a useful double vocabulary.

The Spanish Principia. Part I. By H. J. WEINTZ. (Murray.)

A "First Spanish Course" worked out on the plan of Dr. Smith's widely known "Principias" cannot fail to be of use—especially to young students. The work is carefully done and the rules are plainly stated.

Travellers' Colloquial Spanish. By H. SWAN. (Price 1s. 6d. Nutt.)

This little book contains nearly a hundred pages of useful, every-day phrases, so arranged that they will be helpful to the student and will enable the English traveller to express himself intelligently upon any ordinary subject. The phrases are set out in four columns—(1) colloquial English, (2) the Spanish equivalent, (3) phonetic spelling of the Spanish, (4) literal translation. The phrases are grouped under various headings, and these are printed at the top of each right-hand page, so that they can be seen at a glance. Generally speaking, the rules are very clear, but the compiler makes a very subtle distinction when he says: "*I* is pronounced *ee*: short as in *feet*, or long as in *feed*" (page xiii). Besides being a useful book for students, "Colloquial Spanish" is a carefully arranged, well printed, neatly bound, cheap, yet reliable, "Handbook for English-speaking Travellers."

"The Story of the Nations."—*Mediæval England*, 1066-1350. By MARY BATESON. (Price 5s. Fisher Unwin.)

Miss Bateson has confined herself mainly to the social and economic side of this period (the dates assigned for hints are somewhat arbitrary), which she divides into three sections, treating under each king, nobles, clergy, agriculture, town life, and literature and learning. Her Leicester researches have stood her in good stead and given her a real grip of mediæval society. There is a good index, but no bibliography, and we wish she had quoted her authorities.

The Poetical Works of John Milton. Edited, with Critical Notes, by WILLIAM ALDIS WRIGHT, M.A., LL.D., D.C.L., Litt.D. (7½ × 5 in., pp. xxiv, 607; price 5s. net. Cambridge University Press.)

Dr. Aldis Wright is Vice-Master of Trinity College, Cambridge, and every one who knows anything about English literature knows the service which he and Mr. W. G. Clark rendered in establishing a sound text for Shakespeare. In this volume he has rendered a similar service with regard to the text of Milton's poetical works. The service is not so great, nor has it been so sorely needed, in this case as in the other; but, none the less, it is right good and valuable service, and all lovers of English literature will be grateful to him for it. Henceforth we have a "Cambridge Text" for Milton as well as one for Shakespeare. The service is not so great because there was not so much to do. All of the poems of Milton, as Dr. Wright tells us, were printed in Milton's own lifetime, and to some extent under his superintendence, except four of his sonnets. Still there are various readings here and there in different editions, and there are MSS. to compare and to set forth—the Trinity College MS. of some of the minor poems, by the way, was edited by Dr. Wright four years ago—and the editor's work, by no means small or unlaborious, has been scrupulously, clearly, and exactly performed. The preface to this edition gives us all the needful bibliography of the subject, and the notes restrict themselves to the various readings of the text and the differences in title of the poems when there are such. Only in three instances, we are told, is there any departure from the printed text; and in each of these the change is made on the authority of Milton's own MS.: they are "Lycidas," 10, "he well knew," for "he knew"; Sonnet xiii. 9, "lend," for "send"; and Sonnet xiv. 12, "in glorious themes" for "on glorious themes"—all of which, on every ground, commend themselves to us. The print is clear, and the volume is neatly bound.

Poems of John Keats. The Oxford Miniature Edition. (Price 2s. 6d. net. H. Frowde.)

To possess a Keats complete in a booklet measuring 4⅛ × 2⅞ inches, legible to the dimmest eyed, is indeed a luxury. We welcome the latest achievement of Oxford India paper and the Clarendon Press type.

"The World and its People."—*Asia.* (7 × 4¾ in., pp. 359, illustrated; price 1s. 6d. Nelson.)

This is one of a new series of geographical readers, framed in accordance with the courses outlined in the latest specimen schemes of the Board of Education. It is well printed, well informed, and interestingly written; and we may add that it is liberally illustrated, many of the pictures being in colour. At the end we are given a summary of the geography of Asia. The boy or girl who is not interested by this little book will indeed be hard to please—filled as its pages are with descriptions of the lives the people lead, the work they do, the country they dwell in and its fauna and flora, and the various topics which naturally rise out of these things.

The Sciences: a Reading Book for Children. By EDWARD S. HOLDEN. (7¼ × 5½ in., pp. x, 224, illustrated; price 2s. 6d. Ginn.)

The ground covered by this little book is considerable, the sciences dealt with being Astronomy, Physics, Heat, Light, Sound, Electricity, Magnetism, Chemistry, Physiography, and Meteorology. Of course, no attempt is made to go into these matters deeply, but only so far as is intelligible and interesting to children. The writer of this notice must confess to having very little belief in snippets of science, and still less liking for books written in conversational form. Nevertheless, it must be allowed that this little book is interestingly written and very well illustrated. For the most part the topics dealt with are clearly and, as far as they go, accurately described. But we very much doubt their being always intelligible to children: the description of the working of the steam engine, for instance, is incomplete, and the pressure of the steam would seem at times to change somewhat mysteriously. In the main, however, there is a plentiful supply of what children may be able to understand and in which they will be interested; and there is nothing priggish or sentimental in the conversations.

"The University Tutorial Series."—*Prologue to Canterbury Tales; The Nun's Priest's Tale.* Edited by A. J. WYATT, M.A. (Price 2s. 6d. Clive.)

Mr. Wyatt's edition of the "Prologue" and "Nun's Priest's Tale" is a satisfactory example of what such school editions should be. The chronological summary of Chaucer's life and works is compact and adequate; the explanatory notes are complete, without being weighted with unnecessary particularities; the etymological glossary is thorough and suggestive; and the notes on Chaucer's dialect and the scansion of his verse are particularly to be commended. The treatment of the sources is, perhaps, rather bewilderingly detailed, and one cannot help feeling that the editor would better have rendered Marie de France's fable if he had not attempted to reproduce the French turns of phrase in his translation. It is literal without being vivid. But this is a small flaw in much serviceable, well constructed material.

A Book of English Poetry for the Young. Edited by Prof. W. H. WOODWARD. Part I., Part II. (Price 2s. each. Cambridge University Press.)

A pleasing anthology for young scholars, made attractive by good paper and large type, though it presents no special novelty. Prof. Woodward has stuck to old and tried favourites, and the notes occupy less than three pages. We doubt whether in such a collection the chronological order is the best, and we had rather begun with "British Grenadiers" and ended with "Samson Agonistes." We have not before seen the cricket song of songs, "Willow the King" in a book of selections.

An English Grammar. By Rev. S. CLAUDE TICKELL. (Price 2s. Newmann.)

This is not a grammar, but an original scheme for grammatical analysis. The teacher may get some useful hints, but it is quite beyond the intelligence of children. Analysis, the author holds, should precede parsing, and there is much to be said for this view; but then it surely is inconsistent to begin straight off with "adverbs," "adjectives"—the first words that confront us on the first page.

The Handy Touring Atlas of the British Isles. By J. G. BARTHOLOMEW. (Price 1s. net. Newnes.)

This pocket atlas, reduced from the Ordnance Survey to the scale of 10 miles to the inch, gives all the main roads and names of towns and chief villages, with contour colouring, very clearly and in a convenient form. For the cyclist it will serve as a general guide, and there is a useful table of main routes with distances, and the motorist will find all he needs to travel from Land's End to John o' Groat's House.

Who's Who, 1904. (Price 7s. 6d. net. A. & C. Black.)

"The 'Debrett' of the Intellect" (not a very apt *sobriquet*; for who would accuse the Duke of Omnium or Sir Gorgius Midas of intellect?) has grown to 1,700 pages, an increase of some one hundred and fifty on last year, and contains over seventeen thousand biographies. These are mainly autobiographies, and the editor will be forced, in self-defence, to dock his egoists, amusing and instructive as these self-revelations are. He cannot afford to chronicle all the papers that an obscure parson read at clerical meetings or all the Cook's tours that he made in his holidays. In the educational world we notice some serious omissions—Mr. C. Jackson, Chief Inspector; Mr. W. C. Fletcher, Inspector of Secondary Education to Board of Education; Mr. T. E. Page, of Charterhouse; Mr. E. D. A. Morshead, the translator of Æschylus; Mr. R. Whitelaw, the translator of Sophocles; Mr. James Rhoades, poet and translator of Virgil; Dr. R. P. Scott, Chairman of the Registration Council. Sir August Manns has not his title.

The Englishwoman's Yearbook and Directory, 1904. Twenty-fourth year. (Price 2s. 6d. net. A. & C. Black.)

We owe our hearty thanks to the editor, Miss Emily Janes, for carrying on what she tells us has been a labour of love. For working women the book is indispensable. In the Education sections it has not been brought quite up to date. Thus the section on Co-education ignores the debate at the last meeting of the British Association and the information given in Miss Woods's volume. Last year we criticized the "Educational Periodicals." This year we find our esteemed contemporary the *Educational Times* transferred to C. Arthur Pearson, and two defunct papers still live on.

We acknowledge the first volume of "Cambridge English Classics"—HOBBES' *Leviathan* (price 4s. 6d. net), edited by Mr. A. R. WALLER. The spelling and punctuation of the first edition, save for the alteration of old type-forms, have been strictly adhered to, and printers' errors are corrected, but indicated by square brackets. Type, paper, and format are all that can be desired; only the top margin, which has been cut for gilding, is somewhat skimpy.

We welcome the first number of the *British Journal of Psychology*, edited by JAMES WARD and W. H. R. RIVERS, and published by the Cambridge University Press, price 5s. net. "Psychology," to quote the first words of the editorial, "has now at length attained the position of a positive science," distinct from metaphysics or mental philosophy, with a growing literature of its own, though, as usual, England is the last country to provide its students with a special organ. The first number is mainly taken up with the psychology of vision; but we have an admirable opening article by Prof. Ward on "The Definition of Psychology" and an historical sketch of a sixteenth-century psychologist, Bernardino Telesio. The parts will appear at irregular intervals, but so arranged as to form volumes of about four hundred and fifty pages, the subscription price of which is 15s.

We have received Part I. of a new publication of Messrs. Cassell—*The Physical Educator*. The price is 6d. net, and it is to be completed in twelve parts. It is thoroughly practical and fully illustrated, thus promising, among other things, a manual of self-instruction. For soundness of doctrine the name of the editor, Mr. Eustace Miles, is a guarantee.

Messrs. Methuen have produced two more plays, *The Merchant of Venice* and *The Taming of the Shrew*, in their "Little Quarto Shakespeare" series.

M. F. Julien sends us his *Practical and Conversational Reader in French*, published in 1883, with an elementary French grammar in French at the end to show that M. Berthon was not the first in the field.

The *Report of the United States National Museum*, under the direction of the Smithsonian Institution, for the year ending June 30, 1901, is specially distinguished by the account of archæological field-work in Arizona by Mr. Walter Hough. There are more than a hundred full-page illustrations; those of coloured pottery are among the best we know of primitive art.

CALENDAR FOR MARCH.

[*Items for next month's Calendar are invited. Matter should reach the Office, 3 Broadway, Ludgate Hill, London, E.C., by the 22nd inst.*]

1-3.—College of Preceptors. Professional Preliminary Examination.
2.—Froebel Society. Lecture: "The Movement towards Rational Teaching of Geometry," by Mr. J. G. Hamilton, 8 p.m.
2.—Public Lecture on "Universities and Colleges of America," by Dr. Gregory Foster, at University College, London, 5 30 p.m.
4.—Teachers' Guild. Meeting at Dame Alice Owen's School, Owen's Row, Goswell Road, N. Address on "The Universities, Colleges, and High Schools of the United States of America," by Dr. T. Gregory Foster, 7.45 p.m.
4.—Lecture by Dr. Otto Siepmann on "The Teaching of Modern Languages" (Teachers' Guild, Section F), at Clapham High School, 63 South Side, Clapham Common, 8 p.m.
14.—Post Translations, &c., for *The Journal of Education* Prize Competitions.
14-18.—Modern Language Association. Paris Meeting.
17.—Lecture: "Pioneers in Philology," by Dr. J. Lawrence, at Bedford College, London, 5 p.m.
18.—Teachers' Guild. Meeting at the Passmore Edwards Settlement, Tavistock Place, W.C. Address on "Vacation Schools," by Mr. Ernest G. Holland, 8.15 p.m.
19.—College of Preceptors. Council Meeting.
21.—Post School News, items for this Calendar, &c., and Advertisements for the April issue of *The Journal of Education*.
22.—Froebel Society. Lecture: "Is Development from Within? Did Darwin's Conception of Development differ from Froebel's?" By Mr. Ebenezer Cooke, 8 p.m.
22.—British Child Study Association. Lecture by Prof. Patrick Geddes at School Board Offices, London.
24 (first post).—Latest time for receiving urgent prepaid school and teachers' advertisements for the April issue of *The Journal of Education*.

The April issue of *The Journal of Education* will be published on Tuesday, March 29, 1904.

The Offices of *The Journal of Education* will be closed on April 1 (Good Friday), April 2, April 3, and April 4 (Easter Monday).

NOTES FOR APRIL.

4-9.—NUREMBERG.—First International Congress on School Hygiene. Apply to Dr. Kerr, Parkes Museum, Margaret Street, W.
13-15.—OXFORD.—Conference of the Private Schools' Association, Incorporated. The meetings will be held in the Hall of Balliol College.

HOLIDAY COURSES.

NANCY.—All the year round. French. Apply—Monsieur Laurent, à l'Université, Nancy.
PARIS.—Easter and Christmas Holidays. French. Apply—Mr. W. G. Lipscomb, County High School, Isleworth.
SANTANDER.—Teachers' Guild Holiday Course, August 4.
TOURS AND NANCY.—Teachers' Guild Holiday Course, August 2.
NEUWIED-ON-RHINE.—Teachers' Guild Holiday Course, August 2.

BOOKS OF THE MONTH.

Classics.

Sophocles: Oedipus Coloneus. Abridged from Jebb's edition by E. S. Shuckburgh. Cambridge Press, 4s.
Demosthenes: On the Crown. By W. W. Goodwin. Cambridge Press, 6s.
Lucian: Vera Historia. By R. E. Yates. Bell, 1s. 6d.
Latin Anthology for Beginners. By G. B. and A. Gardiner. Edward Arnold, 2s.
Odyssey of Homer. In English Verse. By Arthur S. Way. Macmillan, 6s. net.

Drawing.

Freehand Drawing of Ornament. By John Carroll. Burns & Oates, 1s. 6d.

English—Annotated Texts, Readers, &c.

Scott: Rob Roy. Black, 1s. 6d.
Chambers's Geographical Readers: Asia and Africa. In one volume, 1s. 6d.
English Poetry for the Young. Arranged by W. H. Woodward Clay. Two Parts, 2s. each.
Macaulay's Life of Johnson. By A. P. Walker. Heath, 1s.
World and its People Readers: First Steps in Geography. Nelson, 10d.
Royal King Infant Reader. Nelson, 7d.
Academy Shakespeare: Much Ado about Nothing. Notes by T. E. Margerison. Chambers, 1s.
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For detailed information as to Courses, Entrance and other Scholarships, &c., apply to the Secretary and Registrar, J. E. LLOYD, M.A.
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Headmasters having vacancies on their staffs and Assistant Masters seeking appointments are asked to communicate with the REGISTRAR.

Office hours—10 a.m. to 5 p.m.; Saturdays, 10 a.m. to 1 p.m. Interviews generally between these hours or by special appointment.

OXFORD UNIVERSITY APPOINTMENTS COMMITTEE

(on which all the Colleges are represented),

Recommends **Graduates of the University of Oxford** for Scholastic, Tutorial, and other Appointments of all kinds. *Postal address*—**The Secretary, Appointments Committee, Oxford.** *Telegrams*—**"Appointments, Oxford."**

F. J. WYLIE, M.A., Brasenose College, *Chairman.*
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THE ANGLO-AMERICAN AGENCY,

18 Lindener Strasse, Hanover, Germany,

Supplies *gratis*, information about all kinds of EDUCATIONAL MATTERS on the CONTINENT. Addresses of commendable Boarding Schools, and comfortable Family Pensions on application to Mr. B. WOLFF, *Secretary.*

GUILDE INTERNATIONALE.

(FRANCO-ENGLISH GUILD.)

(Under the Patronage of the British and American Embassies in Paris, and of the Board of Education, Whitehall.)

THE Guild offers to English-speaking Students a complete course of instruction in the French Language, History, and Literature by French University Professors. A Diploma is granted at the end of the session to Students who are judged capable of teaching French in English-speaking countries. This Diploma is *recognized* by the Board of Education.

For further particulars apply to the SECRETARY, 6 RUE DE LA SORBONNE, PARIS.

Society for Training Teachers of the Deaf and for the Diffusion of the "German" System.

Founded 1877.] [Incorporated 1886.

President: HIS GRACE THE ARCHBISHOP OF CANTERBURY.

TRAINING COLLEGE AND PRACTISING SCHOOL—

CASTLE BAR HILL, EALING, LONDON, W.

Lady Superintendent ... Mrs. ARTHUR KINSEY.

Head Mistress Miss HEWETT.

The Training College affords a professional training as Teachers of the Deaf upon the Pure Oral System to young women, who are received as Resident or Non-resident Students. The Training College is recognized by the Board of Education for a Third Year Students' Course, and has a Practising School attached to it.

An Examination is held annually in July for the Society's Certificate.

Students can enter the Training College at the commencement of each Term.

Visiting Day, Tuesdays during the Term.

For information as to the Training College, School for Deaf Children, or Lip-Reading Lessons, application should be made to the LADY SUPERINTENDENT AND SECRETARY at the Training College.

MANCHESTER PHYSICAL COLLEGE.—LING'S SWEDISH SYSTEM.

OPENED in SEPTEMBER, 1903, for Day and Resident Students, by Miss GERTRUDE THOMAS (certificated by Madame Bergman Osterberg, Hampstead Physical Training College, London), twelve years' experience as gymnastic teacher in private and high schools in Manchester and district. The object of the College is to train educated women to teach Swedish gymnastics in schools and colleges, also to undertake Swedish medical gymnastics and massage (under medical supervision). The College course extends over a period of two years, and includes the following subjects:—Educational Gymnastics (theory and practice), Medical Gymnastics and Massage, Anatomy, Physiology, Hygiene, Fencing, Swimming, Dancing, Games. A separate branch in connexion with the College provides for the training of hospital and private nurses for massage. For particulars apply Miss GERTRUDE THOMAS, Fieldgarth Norman Road, Rusholme, Manchester.

UNIVERSITY OF LONDON.

THE MIDDLESEX HOSPITAL MEDICAL SCHOOL,

CLOSE TO OXFORD CIRCUS, W.

The SUMMER SESSION, 1904, will commence on Wednesday, April 20th.

Full opportunities for study are offered to students preparing for any Examinations in Medicine and Surgery in the United Kingdom.

Classes will be held in the following subjects :—Midwifery, Pathological Histology and Public Health, Anatomy, Practical Physiology and Histology, Chemistry and Practical Chemistry, Therapeutics, Mental Diseases with Clinical Demonstrations, Practical Pharmacy.

Students entering in May are eligible to compete for the Entrance Scholarships (value £100 and £60) awarded at the commencement of the ensuing Winter Session. The Broderip Scholarships, Governors' Prize, Hetley Prize, Lyell Medal, Leopold Hudson Prize, and Freeman Scholarship are awarded annually, the Murray Scholarship (in connexion with the University of Aberdeen) every third year.

Eighteen resident appointments are open for competition annually, without fee.

The composition fee, admitting to the whole curriculum for the Diplomas of L.R.C.P., M.R.C.S., and L.S.A., is 135 guineas; or by three yearly instalments of 60, 50, and 35 guineas.

For University of London Students requiring Preliminary Science instruction, 145 guineas, or by instalments 155 guineas. For members of Universities recognized by the General Medical Council and other Students who have completed their Anatomical and Physiological studies, the fee for admission as General Students is 70 guineas, or by instalments 75 guineas. Students from Universities of Oxford and Cambridge entering in May are eligible to compete for the University Scholarship of £60 awarded at the commencement of the Winter Session. Fee for Dental Students, 54 guineas.

The Residential College contains accomodation for thirty Students.

For Prospectus and further particulars apply to

J. MURRAY, M.B., F.R.C.S., *Dean.*

ST. MARY'S HOSPITAL MEDICAL SCHOOL,

PADDINGTON, W.

The SUMMER SESSION will begin on May 2nd.

The Hospital is close to Paddington Station (Great Western Railway), Marylebone (Great Central Railway), Edgware Road and Praed Street (Metropolitan and District Railways), and Lancaster Gate (Central London Electric Railway).

CLINICAL PRACTICE.—All Dresserships and Clerkships (In-patient and Out-patient) are of four months' duration, so that each Student serves as Surgical Dresser and Medical Clinical Clerk for a period of eight months, besides holding office in the various Special Departments.

The Resident Medical Officers (18 annually) are appointed by competitive examination, each appointment being of six months' duration.

ENLARGEMENT OF THE HOSPITAL.—With the opening of the New Wing, now almost completed, the number of Beds will be increased to 350, and two additional Operating Theatres, a Clinical Theatre, an enlarged X-Ray Department, and new Clinical Laboratories will be provided.

UNIVERSITY OF LONDON. — The Medical School, as one of the Schools of the University, provides complete courses for its Medical and Surgical Degrees, under Recognized Teachers of the University.

Preliminary Scientific candidates for the January Examination may join the classes in May.

SPECIAL TUITION is also provided for the examination of the Universities of Oxford, Cambridge, and Durham for the Primary and Final F.R.C.S., and for the D.P.H.

ENTRANCE SCHOLARSHIPS. — Four Open Scholarships in Natural Science, value £145 to £52. 10s., and two University Scholarships, value £63 each, will be competed for in September next. Students entering in May are eligible.

Calendar and full particulars on application.

H. A. CALEY, M.D., F.R.C.P. *Dean.*
B. E. MATTHEWS, B.A., *Secretary.*

ROYAL HOLLOWAY COLLEGE FOR WOMEN. (UNIVERSITY OF LONDON.)

ENTRANCE SCHOLARSHIPS.—Eleven Entrance Scholarships from £75 to £35, and several Bursaries of £30, tenable for three years, at the College, will be awarded on the results of an Examination to be held from June 27th to July 2nd, 1904. Names must be entered before June 1st. The College prepares Students for London Degrees and also for Oxford Honour Examinations. Inclusive fee, £90 a year.

The Easter Term begins on April 16th.

For forms of entry and further particulars apply to the SECRETARY, Royal Holloway College, Englefield Green S.O., Surrey.

UNIVERSITY OF GLASGOW.

QUEEN MARGARET COLLEGE.

MEDICAL SCHOOL FOR WOMEN.

The Summer Session begins on 20th April. Full Courses of Lectures and Laboratory Instruction for Women Students, in preparation for the Medical and Surgical Degrees of Glasgow University, are given in Queen Margaret College by University Professors and Lecturers appointed by the University Court. Clinical Courses and Dispensary Work are specially provided in the Royal Infirmary and the Royal Hospital for Sick Children, and other Hospitals are open for the study of special subjects.

For Prospectuses apply to the Secretary, Miss GALLOWAY, Queen Margaret College, Glasgow, who will also give information as to the Hall of Residence for Women Students.

UNIVERSITY OF LONDON.

THE Senate is about to appoint EXAMINERS for the Matriculation Examinations of September, 1904, and January and June, 1905, in the following subjects :—

1. English Grammar and Composition, including questions on English History and General Geography.
2. Mathematics (Elementary and more Advanced).
3. Latin.
4. Greek.
5. French.
6. German.
7. Elementary Physics.
8. Ancient History.
9. Modern History.
10. Physical and General Geography.
11. Geometrical and Mechanical Drawing.
12. Elementary Chemistry.
13. Elementary Botany.

In each of these subjects there are two Examiners; but in each case one of the present Examiners is eligible, and offers himself for re-election.

Further particulars may be obtained from the PRINCIPAL, The University of London, South Kensington, S.W., to whom all applications should be made not later than Wednesday, April 13th.

ARTHUR W. RÜCKER, *Principal.*

UNIVERSITY COLLEGE, LONDON. (UNIVERSITY OF LONDON.)

ENTRANCE SCHOLARSHIPS in the Faculties of Arts, Laws, and of Science will be awarded on Examinations to be held in May; in the Faculty of Medicine on Examinations to be held in September.

The Third Term of the Faculties of Arts and Laws and of Science begins on Tuesday, April 19th.

The Summer Session of the Faculty of Medicine begins on Wednesday, April 20th. The work is arranged so that a Student may advantageously begin his Medical Curriculum then.

For particulars apply to

T. GREGORY FOSTER,
Secretary.

UNIVERSITY COLLEGE SCHOOL, LONDON (GOWER STREET, W.C.).

Head Master—H. J. SPENSER, M.A., LL.D., formerly Scholar of St. John's College, Cambridge.

Summer Term begins Wednesday, April 27th.

The School is organized as a first-grade MODERN AND CLASSICAL SCHOOL, with Higher Commercial, Science, and Engineering Departments.

EXAMINATIONS for FIVE ENTRANCE SCHOLARSHIPS will be held on June 14th and 15th.

For Prospectus apply to

T. GREGORY FOSTER, Ph.D.,
Secretary.

UNIVERSITY COLLEGE, BRISTOL.
DEPARTMENT FOR TRAINING SECONDARY TEACHERS (WOMEN).

STUDENTS are prepared for the Cambridge Teachers' Certificate (Theoretical and Practical). A course will be arranged for the London Teachers' Diploma when sufficient students present themselves. Supervised practice in Teaching and School Routine is carried on in four Public Secondary Schools for Girls in Clifton and Bristol. Further particulars can be obtained from the Registrar.

WELLINGTON COLLEGE.—There will be an Election early in December to TEN OPEN SCHOLARSHIPS, including TWO CLASSICAL SCHOLARSHIPS of the value (upon conditions) of £80, for boys who on December 1 are between the ages of 12 and 14. For particulars apply to the BURSAR, Wellington College, Berks.

ST. THOMAS'S HOSPITAL,

ALBERT EMBANKMENT, S.E.

A SCHOOL OF THE UNIVERSITY OF LONDON.

The SUMMER SESSION will commence on April 21st, except for those taking Preliminary Science Classes. For them the Session begins on May 1st.

The Hospital occupies one of the finest sites in London, and contains 602 beds.

Twenty-six Entrance and other Scholarships and Prizes, of the value of more than £500, are offered for competition each year.

Upwards of sixty Resident and other Appointments are open to Students after qualification.

A Students' Club forms part of the Medical School buildings; and the Athletic Ground, 9 acres in extent, situated at Chiswick, can be reached in forty minutes from the Hospital.

A Prospectus, containing full particulars, may be obtained from the Medical Secretary, Mr. G. RENDLE.

H. G. TURNEY, M.A., M.D. Oxon.,
Dean.

LONDON (ROYAL FREE HOSPITAL) SCHOOL OF MEDICINE FOR WOMEN, 8 HUNTER STREET, BRUNSWICK SQUARE, W.C.

The SUMMER SESSION will begin on May 3rd, 1904. Students entering on that date can compete for the ENTRANCE SCHOLARSHIPS awarded in October Special Classes are arranged for the Preliminary Scientific and M.B. Examinations of the University of London.

Particulars as to fees, Scholarships, &c., can be obtained from the Secretary, Miss DOUIE, M.B.

J. A. H. COCK, M.D.,
Dean.

UNIVERSITY OF BIRMINGHAM.

Faculties—

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SPECIAL SCHOOL OF MODERN LANGUAGES.

DEPARTMENT FOR TRAINING OF TEACHERS.

Schools of—

ENGINEERING, METALLURGY, | MINING, BREWING, DENTISTRY,

Leading to Degrees and Diplomas.

THE SUMMER SESSION COMMENCES APRIL 18, 1904.

ALL COURSES AND DEGREES ARE OPEN TO BOTH MEN AND WOMEN STUDENTS.

In the Medical School there is a separate Dissecting Room for Women, with a qualified Woman Demonstrator.

Graduates of other Universities may, after two years' study or research, take a Master's Degree.

Syllabuses with all information will be sent on application to the SECRETARY.

UNIVERSITY OF WALES.

THE TENTH MATRICULATION will commence on Monday, June 27th, 1904. Particulars from the REGISTRAR, Registrar's Office, Brecon, from whom entry forms can be obtained. Applications for entry forms must be made NOT later than Monday, May 30th, 1904.

COLLEGE HALL, LONDON

(Opened October, 1882; Incorporated March, 1886), Byng Place, Gordon Square, W.C.

Residence for Women Students of University College and the London School of Medicine for Women.

Principal—Miss S. MELHUISH, B.A.

Applications for admission to be addressed to the HONORARY SECRETARY.

FRANCES MARY BUSS MEMORIAL SCHOLARSHIP.

A TRAVELLING SCHOLARSHIP of £80 will be awarded, in May next, for purposes of educational study abroad, to a woman fully qualified as a Secondary-School Teacher. Candidates should hold (1) a University Degree or its equivalent, (2) a Certificate of efficiency as a Teacher, (3) have experience of five years' teaching in a Secondary School, (4) should undertake to carry out a satisfactory scheme of study abroad and report thereon.

Applications to be made before May 1st to the SECRETARY, F. M. B. Memorial Scholarship, North London Collegiate School for Girls, Sandall Road, London, N.W.

BEDFORD PHYSICAL TRAINING COLLEGE.

LING'S SWEDISH SYSTEM.

Principal—MISS STANSFELD

(Vice-President of the Ling Association of Gymnastic Teachers, Teacher of Gymnastics in the Cambridge Teachers' College, Froebel Educational Institute, Bedford Kindergarten College, Bedford High School, &c.).

The object of the College is to train Students to enable them to become Teachers of Gymnastics and Games in Schools.

The Course of Training extends over two years, and includes the Theory and Practice of Gymnastics on the Swedish System, Massage and Medical Gymnastics, Anatomy, Physiology and Hygiene, Dancing, Fencing, Lacrosse, Lawn-tennis, Hockey, and Cricket.

An educational centre like Bedford affords special facilities for practice in Teaching and professional coaching in Games. Swimming and Boating in the summer.

There is an increasing demand for Teachers thoroughly trained on this system.

For Prospectus apply—37 Lansdowne Road, Bedford.

The GYMNASTIC TEACHERS' INSTITUTE.

Members of the Institute are **trained Teachers** of Gymnastics, Calisthenics, Fencing, &c., who have passed the Institute's Examination.

Students are **trained** as Teachers and for the Institute's Examinations.

Classes for Members' Practice in Gymnastics, Calisthenics, &c., are held during the Summer months, and **Lectures** on subjects relating to Gymnastics and Physical Education given, and there is a **Library** of Books of reference on subjects relating to Physical Education.

For particulars apply to the Hon. Secretary, MR. T. WILLIAMS, 19 TEMPERLEY ROAD, BALHAM, S.W.

PRINCIPALS OF COLLEGES AND SCHOOLS requiring TRAINED and CERTIFICATED TEACHERS of Drill, Gymnastics, Calisthenics, &c., or HEALTH MISTRESSES, should apply to the Hon. Secretary.

SOUTHPORT PHYSICAL TRAINING COLLEGE.

The most perfectly appointed institute in the country for Physical Training.

Beautifully situated close to the Sea.

President—Vice-Admiral Lord CHARLES BERESFORD, K.C.B.

Principals:
A. ALEXANDER, F.R.G.S. (Late Director L'pool Gym.), Mrs. ALEXANDER, and assistants.

Lecturers:
G. RHUNHART ANDERSON, Esq., F.R.C.S.
DAVID MACDONALD, Esq., M.D.
Rev. W. FIELD, M.A. (Camb.), University Examiner.
Mrs. MARY E. RYE, M.B. (Lond.).

Objects: To train Ladies as Scientific Teachers of Physical Education. All branches and systems taught, including Outdoor Games, Swimming, Fencing, and Medical Gymnastics. Gold and Silver Medals, with Diplomas, awarded to successful students. References permitted to Lord Kinnaird; Dean of Norwich; Right Hon. H. J. Gladstone, M.P.; Hon. and Rev. E. Lyttelton, D.D. Colleges and Schools supplied with qualified teachers. The following have recently obtained trained teachers from the S.P.T.C.:—The Ladies' College, Cheltenham; The Ladies' College, Jersey; Ladies' College, Craigmount, Edinburgh; Kent College for Girls; Penrhôs College, Colwyn Bay; Queenwood, Eastbourne; The Datchelor Schools, Camberwell; Victoria College, Belfast; Queen Anne's School, Reading; Endcliffe, Eastbourne; Ladies' College, Durban; Royal School for Officers' Daughters, Bath; High Schools and Colleges at Norwich, Gt. Yarmouth, Ipswich, Nottingham, Scarborough, Harrogate, and others.

For further particulars apply to the SECRETARY.

HOME AND COLONIAL SCHOOL SOCIETY.

(Incorporated for Examination and Certificate purposes with the National Froebel Union.)

TRAINING COLLEGE (NON-GOVERNMENT BRANCH) FOR KINDERGARTEN TEACHERS AND LOWER FORM MISTRESSES IN HIGH SCHOOLS.

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Principal—Rev. D. J. THOMAS, M.A.
Vice-Principal—Miss PENSTONE.

Students trained for the Examinations of the National Froebel Union.

Two Scholarships will be awarded to Students who have matriculated before entrance.

THE LING ASSOCIATION
(OF TRAINED TEACHERS OF SWEDISH GYMNASTICS).

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Vice-President:
Miss STANSFELD, 37 Lansdowne Road, Bedford.

Hon. Treasurer:
Miss E. BAKER, 30 Plympton Road, Brondesbury, N.W.

Hon. Editor:
Miss E. A. ROBERTS, Oak Hill Lodge, Frognal, N.W.

Hon. Secretary:
Miss HANKINSON, 1 Dashwood Road, Crouch Hill, N.

EXAMINATIONS held for the Association's Swedish Drill Certificate for Teachers in Elementary Schools and Kindergartens.

Principals of Schools and Colleges supplied with Certificated Teachers.

For Terms of Membership, Conditions of Examination, Syllabus, &c., apply to the HON. SECRETARY.



THE TEACHERS' TRAINING COLLEGE FOR MANUAL INSTRUCTION.

Courses in LEIPZIG for Teachers from July 4th to beginning of September. Can be entered at the beginning of each week.

Particulars of Dr. A. PABST, Leipsig.

THE ANSTEY PHYSICAL TRAINING COLLEGE FOR WOMEN TEACHERS provides a full Course of Instruction in Swedish Educational Gymnastics, Medical Gymnastics, and Massage, the aim being to send out Trained Teachers with increased health and bodily vigour, mental strength, and moral power.

To spread a knowledge of Physiology and the Laws of Health.

To teach Gymnastics, Outdoor Games, Dancing, Swimming, and other forms of Physical Exercise in Schools, Colleges, and Health Establishments.

To treat cases of Spinal Curvature, Round Shoulders, Flat Chest, Flat Feet, Anæmia, Imperfect Digestion, and many ailments affecting Children, Schoolgirls, and Women which can be cured or improved by scientific movements, exercise, and hygienic treatment.

This is a most attractive vocation for Educated Women, and there are plenty of good openings for those trained at this College. Students are almost always engaged before finishing the Course.

Apply for further particulars to the Principal, Miss ANSTEY, The Leasowes, near Halesowen, Worcs.

LIVERPOOL GYMNASIUM,

MYRTLE STREET.

(The finest in the world.)

PHYSICAL TRAINING DEPARTMENT

For Ladies as Medical Gymnastic Teachers, and Sports Mistresses for Schools and Colleges.

Lady Director—IRENÉ M. MARSH, N.S.P.E.

Qualified Teachers for all Branches.

A THOROUGH training is given in the British, Swedish, German, and American systems. The course is both Theoretical and Practical, and of two years' duration.

Subjects taken:—Anatomy, Physiology, Hygiene, Myology, Massage, Ambulance, Sick Nursing, Medical Gymnastics, Treatment of Diseases and Deformities which can be cured by movements and manipulations.

Educational Gymnastics, Drilling, Fencing, Rowing, Swimming, and all modern Games.

Opportunity for Class Teaching is afforded in the numerous classes of children and adults visiting the Gymnasium daily. (Over 300 Pupils.)

DIPLOMAS GRANTED.

House of Residence for Students, 110 Bedford Street, S. For prospectus apply to the LADY DIRECTOR.

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A FINE COUNTRY MANSION standing in its own grounds, to be opened in May, 1904, as a first-class Boarding School for thirty-five Girls. Principal: Miss TULLIS, now of St. Catherine's, 81 and 82 Holland Park, W., and formerly of Caldecote Towers, Bushey Heath, and St. Catherine's, Cardiff.

SOUTH-WESTERN POLYTECHNIC, CHELSEA.

GYMNASTIC TEACHERS' TRAINING COLLEGE.

Students are trained by Fräulein Wilke and qualified Assistants to become Teachers in the German, Swedish, and English Systems of Gymnastics, Games, &c. Curative Gymnastics, Physiology, and Hygiene. The Course of Training extends from two to three years.

Fee, 12 guineas per term.

HOME TRAINING FOR WOMEN.

This Course includes thorough teaching in Cookery and Housewifery, Needlework and Dressmaking, Laundry and Household Accounts.

Fee from £3 to £6 per term.

Detailed Prospectus can be obtained from the SECRETARY.

The Hostel of St. Margaret's, attached to the Polytechnic, provides accommodation for Resident Students.

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TRAINING SCHOOL OF DOMESTIC ECONOMY.

Head of School—Miss MARY MARSDEN.

Students trained as Teachers of Cookery, Laundry-work, Housewifery, Dressmaking, Needlework, and Millinery. London County Council Scholarships for training Teachers of Domestic Economy tenable at the School.

The full Course extends over two and one-third years, and includes Theory of Education, Chemistry, Cookery, Laundry-work, Dressmaking, Needlework, Housewifery, Hygiene, First Aid, Elocution, Blackboard Drawing. Special Courses for the Training of Housewives and for Ladies preparing for Colonial life. Prospectuses obtainable on application to the PRINCIPAL. SIDNEY H. WELLS, *Principal.*

KELLAND COLLEGE, LEICESTER.

TEACHERS fully qualified for Registration under Column B. Preparation for Kindergarten Diplomas, Oxford Locals (including Higher Local for Women), Kensington Sciences, Royal Academy Music, Physical Culture, French, and German. Special opportunities for Technical Instruction, Art Needlework, Woodwork, &c. Teaching Practice in large high-class School attached to the College and **recognized by Board of Education** for purposes of §§ 3 (3) and 4 of Teachers' Registration regulations. Fees 45 guineas. Apply—Miss J. B. MORGAN, B.A. (London).

CHURCH EDUCATION CORPORATION.

CHERWELL HALL, OXFORD.

Recognized by Government as a Training College for Secondary Teachers.

A Residential Training College for Teachers in Colleges for Women and in Secondary Schools for Girls.

Students are prepared for the Oxford, Cambridge, and London Teachers' Diplomas.

The work of the College is carried on in co-operation with that of the Tutors of the Oxford University Diploma Scheme.

Fees £65 a year (inclusive).

For Prospectus and particulars of Scholarships apply to the Principal,

Miss MACKENZIE-SMITH.

CORRAN COLLEGE AND SCHOOL FOR GIRLS, WATFORD.—Under the direction of Miss E. H. WHISHAW, M.A. London, assisted by Miss E. B. Simpson (House Mistress); Miss E. C. Roper, B.A. London; and Miss E. de Foubert, B.A. London, with a competent Staff of Visiting and Resident Mistresses.

For particulars apply to Miss E. H. WHISHAW.

ACADÉMIE DE NEUCHÂTEL.

SEMINAIRE DE FRANÇAIS MODERNE.

20 heures de leçon par semaine.

Diplôme pour l'enseignement du français.

Pour tous renseignements, s'adresser—M. PAUL DESSOULAVY, Directeur du Seminaire.

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LOCAL CENTRE EXAMINATIONS
(Syllabus A).

Held annually in March and April at all Centres. In London and a few Suburban Centres they are held in November and December as well as in March and April. For the November-December Period, entries close October 12th, 1904.

SCHOOL EXAMINATIONS
(Syllabus B).

Held three times a year.—(*a*) March-April, (*b*) June-July, (*c*) October-November. For the June-July Period, entries close May 11th, 1904.

The Board gives annually Six Exhibitions, tenable for two or three years.

Copies of Syllabuses A and B, together with any further information, will be sent post free on application to
JAMES MUIR,
14 Hanover Square, London, W. *Secretary.*
Telegraphic Address—"ASSOCIA, LONDON."

BIRKBECK COLLEGE,
BREAMS BUILDINGS, CHANCERY LANE, E.C.

Principal—G. ARMITAGE-SMITH, M.A.

DAY AND EVENING CLASSES.

UNIVERSITY OF LONDON.—Complete Courses for all the Examinations for the Arts and Science Degrees.
SCIENCE CLASSES in every Branch with Practical Work. Well equipped Laboratories for Chemistry, Physics, Zoology, Botany, Geology, and Metallurgy.
LECTURES on Political Economy, Commercial Geography, Commercial and Common Law, Bankruptcy, Equity, Conveyancing, Logic, Psychology, and Ethics.
CLASSES in Latin, Greek, French, German, Spanish, Russian, Italian, Dutch, English, Commercial subjects, and for Civil Service.
CONJOINT BOARD LECTURES and Practical Work in Chemistry, Physics, Biology, and Practical Pharmacy.
SCHOOL OF ART.—Drawing, Painting, Designing, Modelling, Life Classes, Wood Carving, &c.
Prospectus free. Calendar, 6d. (by post, 8d.).

ST. GEORGE'S TRAINING COLLEGE FOR WOMEN TEACHERS provides a Course of Professional Training in preparation for Work in Secondary Schools or in Families. The Students attend the University Lectures on the Theory, History, and Methods of Education, and have systematic practice in Class-teaching in Schools.
Two Bursaries of £30 are offered to Graduates entering in October.
Apply for further particulars to the Principal, Miss M. R. WALKER, 5 Melville Street, Edinburgh.

CHARTERHOUSE SCHOLARSHIPS.—EXAMINATION for TEN (or more) JUNIOR SCHOLARSHIPS, value £75 each, open to Boys between 12 and 14 years of age on July 15, will be held on July 5 and 7 at Charterhouse, London, and also at Charterhouse, Godalming, as selected by candidates. Last day for application, June 22. For details apply—HEAD MASTER, Charterhouse, Godalming.

TONBRIDGE SCHOOL.—SCHOLARSHIPS EXAMINATION on 14th, 15th, and 16th June, 1904. For full particulars apply to the HEAD MASTER, School House, Tonbridge.

THE UNIVERSITY DAY TRAINING COLLEGE, OXFORD.—There will be vacancies for STUDENTS (Men) in October, 1904. Candidates for admission should pay special attention to Latin and Greek with a view to passing Responsions (or an equivalent Examination). Full information concerning the Course of Study and the exemptions granted in view of University Examinations, may be obtained from the Principal, MAURICE F. LATHY, M.A., 5 King Edward Street, Oxford.

TEACHERS FOR SOUTH AFRICA.

QUALIFIED Women Teachers of all grades should apply to—THE EDUCATION SECRETARY, South African Colonization Society, 47 Victoria Street, London, S.W.

MR. TRUMAN'S EDUCATIONAL AGENCY,

6 HOLLES STREET,
CAVENDISH SQUARE, LONDON, W.

Telegrams—"Tutoress, London."
Telephone No. 1167 Mayfair.

SCHOOL TRANSFER & PARTNERSHIP DEPARTMENT.

1. **Girls' Day School in Midlands.**—Transfer of small high-class Day Connexion in healthy Midland town, containing 27 Day Pupils at fees of from 6 to 15 guineas per annum. Receipts over £400 per annum. Moderate premium required.

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School and Teachers' Advertisements are continued on pages 294, 295, 296, 297, 298, and 299.

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OCCASIONAL NOTES.

THE debate on the Education Estimates has brought out two points clearly. Both parties—the malcontents (especially those in Wales) and the Government—mean to fight. Mr. Lloyd-George was not, perhaps, altogether convincing in his arguments against the Education Act; but he was able to assert emphatically that the Welsh counties will not administer the Act until the obnoxious clauses are amended. The county elections in Wales are over: the result is that the only two counties which had stood out for a fair administration of the Act have been captured by the opposition, and, in consequence, the Government has to face the fact that throughout the whole of the Principality the Act has broken down through the deliberate, if unconstitutional, refusal of the popularly elected Local Authorities to administer it. To gain time the Board of Education has further postponed the appointed day; but it is clearly intimated that the struggle will be continued and that the Board will not yield. The delay is in favour of the malcontents; for in a few months most of the voluntary schools will be forced to close their doors. In the meantime, we may well ask the Government what is to become of the children.

Wales and the Act.

AT a moment when the controversy is centred in the protesting attitude of conscientious Nonconformists, and when educational progress is overshadowed by the talk of religious liberty, it is well to remind ourselves what the Act of 1902 has really accomplished. First and foremost, the financial responsibility for the educational efficiency of all primary schools, whether provided or unprovided, is, in each locality, put upon one popularly elected Authority with unlimited powers over the rates. The result will be a general improvement of the schools hitherto called voluntary, which were undoubtedly suffering from want of money. Again, the unprovided schools have been brought, in a measure, under public management, and the "one-man" management is a thing of the past. This removes one of the most serious grievances of teachers. Further, the Act goes a long way towards breaking down the artificial barriers between primary and secondary education. The Act was conceived in a broad and catholic spirit; and this will be more clearly seen when the dust raised by sectarian disputants is laid. In England every Local Authority has accepted the new duties laid upon it—in some cases, it may be, with misgivings and protest; but, for the most part, an honest attempt is being made to give a fair trial to the new scheme.

Good Points in the Act.

WRITING as schoolmasters to schoolmasters, our first care is naturally for education. In spite of political squabbles and religious difficulties, education and its possibilities have made a great step forward. The initial fault was that Mr. Balfour gave too yielding an ear to the Anglican bishops. Even now, he tells us again, he is quite unable to follow the arguments of the Free Churches. He is not predisposed to think ill of any Christian sect because it is non-episcopal; at the same time the suave utterance of a lawn-sleeved peer have, naturally, more weight with him than pages of militant literature from the pens of Nonconformists heated by their grievances. Mr. Balfour stands curiously aloof from popular feeling. His speech in answer to Mr. Lloyd George might have been delivered to the Metaphysical Society: his blood seemed in no way stirred by the attacks he had listened to. Not a single hint did he give that the Cabinet has any idea of bringing in an amending Bill, or that it considered the opposition in Wales to be more than a storm in a teacup. But, if the Board of Education cannot bring the recalcitrants to heel, then the Government will have to use its weight to see that the Welsh children are not denied the reasonable education that is their legal right. It will be a pretty duel. There should be no lack of child labour this year on the farms in Wales.

Mr. Balfour.

THERE would be less difficulty in coming to an agreement were it not for the exaggerated terms used by the controversialists on both sides. The Church party is loud in the talk of its rights and of the concessions it has already made; while the Nonconformists do not admit that the rights of a Churchman differ from those of a Dissenter. The Church points to what it has conceded; the Dissenter replies that there should be no talk of concession, as each has equal claims. It is true that the Church of England has, in the past, been a good friend to the education of the people; that, however, cannot constitute a claim to bring under its influence the children of Free Church parents living in the area of a Church of England school. On the other hand, the talk of the Free Churches seems to us entirely strained when so much is made of religious liberty and the civil rights of every Englishman. Neither the one nor the other is assailed. What is at the present moment in jeopardy is the right of the child to receive an education unhampered by religious bickerings. It is true that the production of an omelette presupposes the breaking of eggs; but the present wrangle reminds us of Dean Swift's "Modest Proposal for utilizing the Children of Poor People in Ireland."

"A Soft Answer."

THE darkest hour is before the dawn, and it is not impossible that Mr. Balfour's unyielding attitude is the prelude to an amending Act. If the bishops and the Free Church Council could come to an understanding and press their *concordat* upon the Government, the whole incident might be closed, and the country would have cooled down sufficiently to appreciate Mr. Balfour's philosophy of education. To save the Church schools in Wales the Church party would sacrifice much. All honest men, in whatever camp they may be, would yield something of their claims for the sake of clearing the schools of the atmosphere of sectarian bitterness. There is but one compromise that seems possible; and this is all the more likely to gain acceptance because it wholly satisfies no one; so that no party can feel it has been worsted by a rival. This compromise is to remove all definite religious instruction from the teachers paid from public funds. Every religious party would then be compelled to provide and pay for the religious teaching of its own children. In the country districts this might be done by peripatetic teachers. There would be no difficulty that is insuperable in placing this definite religious teaching within the time-table. It would be given only to those children whose parents desired it. No objection could be raised to teachers on the staff of a school being paid by a religious body to give religious instruction.

Compromise.

THE Board of Education has considered some twenty influential protests against the education scheme of the London County Council, and, notwithstanding, has decided to approve the scheme. A suitable expression of regret is appended to the approval, pointing out that the Board would have preferred a more generous use of the powers of co-optation. Dr. Macnamara twits the Board with endeavouring to bully Wales while it cringes to the Metropolis. Well, it may seem like it. But the difficulties in London are great, where the number of claimants for co-optation is enormous. We are all in favour of co-opted experts, but we would not see them forced upon a recalcitrant Council. The Board of Education has our approval, if that be any satisfaction to it. To have refused to sanction the scheme would have meant delay and squabbling. Now the London Committee can get to work, and time will prove its competency or the reverse. Dr. Macnamara still pegs away at his demand for extra Councillors to meet the extra work. It is very likely that he is right. With a comparatively small Committee the real work must fall largely into the hands of permanent officials. But this may be no bad thing. It is so in the Board of Education. The full Council will have quite as much control over the London Education Office as the House of Commons has over Whitehall and South Kensington.

Its Formation.

THE London County Council has lost no time in forming its Education Committee. The terms of reference are intended to be provisional, and for the present the Council retains the power of approval or disapproval. The Committee has, first of all, to consider and report upon the exercise of the whole powers over Education which are vested in the Council. This in itself is a work of great magnitude and of enormous importance. Further, the Committee at once takes over the control of the late School Board offices and of the offices of the Technical Education Board. Of course, for the present things must go on as they are. The only people who will feel an immediate difference are the managers of voluntary schools. Among the five women co-opted our readers will note with interest the name of Dr. Sophie Bryant, who, by the way, is absurdly described by the *Daily Chronicle* and other London papers as a distinguished lady doctor. General regret will be felt that Lord Stanley of Alderley has not seen his way to serve.

The Personnel of the L.C.C.

IN answer to Sir George Bartley, Sir William Anson admitted that grants had in the past been paid to proprietary schools, but added that, under the existing rules, such payments were no longer possible. He intimated that, if the Girls' Public Day School Company was prepared to arrange for an alteration in its management, the Board might agree to pay the grant while the alterations were being carried out. This is no more than just. The vacillating action of the Board has naturally proved unfair to the company. The answer of Sir William Anson is of interest to all proprietors of private schools. Such schools can, by fulfilling the regulations of the Board, become eligible for grants of public money. The Council of the G.P.D.S.C. has circulated amongst its shareholders proposals by which the schools may become technically and legally "public." But it is cold comfort for private-school masters. So long as the regulation exists that grants will not be paid to a school "conducted for private profit or farmed out to the teacher" a proprietor of a school must assign himself a salary, and appoint a board of governors with power to dismiss him, before he can apply for a grant.

Proprietary Schools and Government Grants.

THE Report on the Selection of Candidates for Nominations as Naval Cadets under the new scheme is a most interesting document, and we hope that the precedent set by Lord Selborne may be followed by County Councils and similar bodies in the award of junior scholarships. The selection, as our readers are doubtless aware, was made by an Interview Committee. Considering the heterogeneous character of the Committee appointed (a Naval Lord, a Commander R.N., a head master, and a Private Secretary), it is remarkable that, in their assessment of the candidates' classes, there was hardly any divergence—in fact, it was only with the youngest, children of eleven, that any difficulty of classification occurred. The superiority of *viva voce* over written work as a test at this age seems clearly demonstrated, and it appears to us monstrous that in the majority of junior scholarship examinations there should be no *viva voce* at all. Another point to be noted and followed is that the Committee were guided and assisted by the confidential reports furnished by the candidates' head masters. Public bodies are slowly learning that schoolmasters are professional men of honour, and not cheapjacks each intent on puffing his own wares. Our only regret at the publication of the Report is that it gives too many particulars of the kind of questions to which the candidates were submitted. Though parents are expressly warned against sending their children to a "crammer," there will be a great temptation even at school to diet the Naval candidate on an *olla podrida* of "general information," and infants of ten will learn as a catechism "the whole duty of a Naval officer," "my favourite book and games," &c. One recommendation, we sincerely hope, will find no favour. Dr. Gow would make Latin a compulsory subject and Greek an alternative, on the ground that a boy who knows no Greek at twelve and a half "may find himself heavily handicapped for life in consequence." To ordain Greek out of the mouths of sucklings! Verily

Selection of Naval Cadets.

Dr. Gow is a whole-hoggist—we beg his pardon, a whole-Hellenist—

> Nulla salus puero—sic clericus archimagister—
> Ni Graece, natus jam duo lustra, sapit.

Registration: a Reminder.

IN spite of all the discussion that has been aroused by the Order in Council providing for a Register of Teachers, we find, somewhat to our amazement, that there are members of the profession who have but a hazy idea of the meaning of "registration." This ignorance is not, we are sure, shared by our readers. We write this paragraph in a missionary spirit to urge those who read to arouse the careless and indifferent before it is too late. At the present time entrance to the Register is simple. Any head master or head mistress who has held the position of principal of a school for a year preceding the date of application can at once claim registration in Column B, provided the school is "recognized." This recognition is easily obtained: it only implies a brief visit from an inspector. Any graduate who has taught in a secondary school for three years goes on, almost automatically, on application. Any teacher of ten years' standing can apply, and is not likely to be rejected. But in less than two years the easier avenues will be closed, and entrance can then only be gained by graduates who are trained. The address of the Registrar is: The Teachers' Registration Council, 49 and 50 Parliament Street, Westminster, S.W.

A Provisional Register.

WE have been requested to call attention to a notice of the Teachers' Registration Council which appears among this month's advertisements, and undoubtedly the notice deserves attention and requires explanation. According to the Regulations for the formation of a Register of Teachers established by the Schedule to the Order in Council of March 6, 1902, it was ordered that the Register, in which the name of every teacher shall be set forth in alphabetical order, shall be published annually. Two years have passed, and, to judge by the notice, we are no nearer the statutory Register. Instead of this we have "Provisional Lists of Teachers registered in Column A and Column B open for public inspection during one calendar month." It need hardly be pointed out that this is not the Register—not even a provisional Register—as defined by the Act, and that liberty of public inspection, though it may satisfy the legal definition of publication, is not the annual publication intended by the framers of the Schedule. The plain fact is that the scheme of a dual Register was irrational and illogical, and that the Board of Education itself is at last driven to confess that it is unworkable. We await with interest the annual report of the Registration Council, which may be expected to throw some fresh light on the proceedings of the Board.

Heads and Assistants.

WHATEVER decision the Joint Committee come to on the thorny subjects of superannuation and pensions, we hope they will agree that the same rule shall hold for heads and assistants. Hitherto, under schemes drawn up by the Charity Commission, the endowment might be charged with a pension fund for the head master, but not with one for the assistants, and where a superannuation age has been fixed the head master is generally excepted. Surely what is sauce for the goose is sauce for the gander; and, if head masters recommend, as most of them do, the age of sixty as the limit, they must be prepared themselves to retire at that age. It is needless to add that under this rule not a few of our most prominent head masters would be cashiered; and there was among us not so long ago a distinguished head master who once counted sixteen living bishops among his pupils, and, after fifty-eight years' service, died in office at the age of eighty-nine.

Pensions at Bedford.

THE difficulties in the way of the establishment of pension schemes for secondary-school assistant masters lie chiefly in the lack of funds or in the smallness of the school. It appears to be an ascertained fact that in the lesser grammar schools assistant masters rarely remain until the age of retirement. Such schools might therefore plead that no need for a pension fund has been proved. No satisfactory plan has, to our knowledge, been put forward whereby a master on changing his school can retain his interest in the pension fund. For these reasons a centrally managed scheme, compulsory on all secondary teachers, seems the only practical plan. A large school like Bedford, managed by the well endowed Harpur Trust, can adopt, and has adopted, an excellent scheme of its own. One result will be that great care will be exercised in the selection of men who when once appointed will probably remain. Under the Bedford scheme the retiring age is sixty, when an assistant master may have £1,200 down or an annuity of £100. If he prefers the annuity, this will in all cases be paid for five years, and for so much longer as the annuitant may live. No deduction is to made from salaries; so that the scheme in reality means an addition of about £30 a year to all future salaries.

The Cost of Training.

THE discussion started by Mr. Henry Hobhouse on the contribution by the State to the cost of training elementary teachers was interesting, but had no very definite result. It is already admitted that County Authorities are not justified in any large expenditure in connexion with the training of teachers who may not remain within the area whose ratepayers found the money. But Sir William Anson pointed out that the Board already paid 75 per cent. of the cost of training. This is a fair proportion. It would be a mistake not to insist that the locality should have a direct financial interest in the control of a training college. Ultimately the House decided that the State "should pay the greater part of the cost"—as it does at present. The greater grievance is that the State does not pay "the greater part of the cost" of the education of pupil-teachers. But Sir William incidentally mentioned that the Board intended to double existing grants for the future. There should be at once a great increase in the number of training colleges; and we hope they will be day colleges attached to a University. At present far less than half of the teachers in elementary schools pass through training colleges. The training of most is confined to pupil-teacherdom—*i.e.*, practice in the art of teaching.

Examinations in the United States.

IN the course of an interesting lecture upon his experience as a member of the Mosely Commission, Dr. Gregory Foster had a word to say about the unsatisfactory nature of the English system of examination. Our examiners have to form their judgment of a candidate's capacity almost entirely upon written work, at the best supplemented by a short conversation with the examinee. It is a standing proof of the general distrust in which a teacher is held in England that he is absolutely dissociated from the examination of his own pupils. In Germany this is not the case. There teachers, aided by a State official as assessor, are allowed to brand their own herrings. In the States, as Dr. Foster tells us, the same trust is shown. There a high-school pupil is passed on to the University on the certificate of the teachers

that a satisfactory course of study had been undergone, instead of, as with us, having to pass a written examination conducted by examiners who may be out of touch with the work of the school and who certainly can have no knowledge of the candidate's individuality. The new School-leaving Certificate of the University of London is a step in the right direction; but it does not go far enough to satisfy the legitimate demand that a pupil shall be judged by those who really know his capacity and his powers.

Empire Day.

WHAT Miss E. P. Hughes tells us must command a respectful hearing; and her lecture delivered in favour of the observance of an Empire Day contains much sound argument. The danger to be apprehended is rather from exaggeration. We do not want to wave the banner too often or too high. By all means teach the geography of the Empire in schools. Is there any school in England where this is not nominally done? But we are not greatly shocked at the story of the Hong-Kong child who did not know under what flag he lived. It might be possible to find an English child who had never heard of Mr. Chamberlain: it would be easy to find one who was unable to give a lucid account of the "thinking Imperially." There is no harm in the idea that a school in London shall be linked with a school in Hong-Kong, and that the little Imperialists shall write each other letters and send specimens of their work. But it may be doubted if such a scheme really lends any aid to educational efficiency. At the best it might make one little spot in the Empire familiar to the pupils of an English school.

Physiology in Education.

IT is almost discouraging to an earnest teacher to listen to Mr. Brudenell Carter. Physiology, we are told, s the science which must be called upon to elucidate the problems of education: the art of education, rightly viewed, is a department of applied physiology. This is, no doubt, true; but how many of us are, or can be, physiologists? All we can hope for is that physiologists will apply themselves to class-room problems and will publish the results in class-room language. This is what Mr. Carter is doing, and the lecture he delivered the other day in Manchester is full of home truths that the teacher may well take to heart. Still, we feel we have made some progress of recent years, and we are unwilling to admit that the art of teaching is now in as backward a state as the art of healing was when caricatured by Molière. Mr. Carter says we are still purely empiricists and that we "differ from one another on questions which should be beyond the reach of doubt." The difficulty is to find the final court of appeal. For that the doctors must help. Incidentally Mr. Carter says that modern languages are useless educationally, however valuable for social or commercial purposes. Surely the lecturer needs to be taught that any language may become an educational instrument, although some may be better for the purpose than others.

Building Regulations.

THE Building Regulations of the Board of Education have been reissued, and, so far as we can see, the Board has not given way to the representations made to it, on behalf of the County Councils Association, that the accommodation required was needlessly extravagant. At any rate, a new school is to have a class-room for every twenty-five pupils, and each pupil is to have 18 square feet of floor space. "All class-rooms must be furnished with single desks." We rather wonder what influence has made the Board so urgent on this matter. Double desks certainly have advantages for boys. It is interesting to teachers to note that there "must be a head master's or head mistress's room and a common room for other masters or mistresses." Ventilation is especially insisted upon. The regulations apply to boarding as well as to day schools: they are so full that no detail appears to have been omitted. Compared with the dens in which some of us work to-day, these new schools will be veritable palaces. We hope that the inspectors will be required to urge governing bodies to carry out such of the new regulations as are possible in old buildings.

New Universities.

THE undergraduate member of the Yorkshire College is disappointed at the decision of the Privy Council that the new University is to be known as the University of Leeds. His disappointment will soon pass: in this case there is little in the name. Seeing the activity of Sheffield and its evident intention to have a University of its own within a short time, the Privy Council could hardly have decided differently. With the exception of the title "Victoria," which Manchester retains, we do not recall any example (apart from the States) of a University known otherwise than by the name of the town in which it is seated. The need of increased facilities for higher education is so obvious that the rise of new Universities must be welcomed. The South of England is still backward; but Reading, Exeter, and Bristol will be stimulated by the Northern example. The enormous growth of University education in America has taken place in the past fifteen years. To us, of course, as compared with the States, a most serious check is the financial drain caused by our armaments, and in particular by the last war. But our wealthy men are showing an increasing disposition to endow University education—witness the splendid gift to University College, London, just made by Sir Donald Currie—and the report of the Mosely Commission will be a further stimulus to wealthy donors.

Sir Donald Currie and University College.

THE *Times* gives us a "leader" in praise of Sir Donald Currie's timely gift to University College, London. This will doubtless be read by more millionaires than are accustomed to peruse our modest pages. The article ought to do much to direct the action of wealthy men who still seek a worthy object for their benevolence. The great need, as we well know, is for increased and liberal endowments of our Universities, both new and old. By this generous gift it has now become possible for the University of London to take over the College, which, instead of being a "school" of the University, will in future be part of the University itself. This change gives London the nucleus of a real teaching University. The Boys' School and the Medical School will be constituted under separate governing bodies. They, of course, do not become part of the University. Sir Donald Currie is convinced that "when incorporation [with the University] is carried out, University College, London, will be maintained as a centre of wide academic culture."

Sir John Gorst and the Board of Education.

SIR JOHN GORST is not likely to help the Board of Education to live a quiet life. And, indeed, it is an excellent thing for a Government Department to know that the House of Commons contains an administrative expert ready and willing to criticize its action. With Sir John's main contention—that our education has been, on the whole, too bookish—we are in entire agreement, as these columns have often witnessed. But, on the other

hand, technical education, as represented by the Association of Technical Institutions, has certainly not loomed too small in the public eye. The swing of the pendulum, so far as public grants and Local Authorities are concerned, is in an opposite direction. It is literary education now that has to fight for bare existence. We cannot endorse the view which Sir John Gorst, as President of the Association of Technical Institutions, put before Lord Londonderry—that technical education is a thing apart, that ought to be duly represented on the Consultative Committee and on the Registration Council. The greater need is for men who can view education sanely as a whole; not for men who are supposed to represent, and who are therefore pledged to push, one particular side of education.

LOCAL EDUCATION AUTHORITIES.

THE Conference of members of the County Councils Association with representatives of the County Boroughs on the training of teachers is a reminder that this important duty is among the numerous responsibilities imposed upon Local Authorities by the Act of 1902. It is, perhaps, not quite correct to say "imposed," as the clause of the Act relating to this matter is enabling rather than obligatory. Nevertheless, it raises the question whether it is desirable for the training of teachers to be left to local initiative, and, if desirable, whether from the point of view of the overburdened ratepayer it is equitable. Of a total of 67,768 certificated teachers employed in schools in England and Wales, 29,116 are reported by the Board of Education as untrained; and the chief reason is that the opportunities for training are wholly inadequate.

THERE are those who hold that the un-college-trained certificated teacher is equal, for the practical purposes of teaching, to his college-trained colleague, and it may be taken for granted that two years at a college will not transform a weak teacher into a strong one. Unfortunately, perhaps, under the present system it is the individual least in need of the stimulus and discipline of the training college who finds a place there, while those of less ability, or whose opportunities have been scanty, must forgo the privilege. That is to say, the chance of finding a place in a training college depends to a large exteat upon the position obtained by the student in the King's Scholarship Examination, the result being that those most in need of further teaching frequently fail to get it.

HAVING regard to the great advantage of variety in educational institutions, it would appear to be desirable for the Local Authorities to take the initiative in supplying the deficiency in training college accommodation. On the other hand, it is obvious that, as the training of teachers must conform to a national standard, the limits within which Local Authorities could be permitted to exercise initiative would be extremely narrow. It may also be doubted whether, if the establishment of training colleges is left to local enterprise, anything will be done. In the larger boroughs the additional burden entailed by the administration of the Education Act is not, perhaps, unduly heavy; but n the administrative counties an addition of 6d. in the £ to the local rate is a serious business. Moreover, in many country districts school buildings which have hitherto been accepted by complacent inspectors are now likely to be condemned, and a further charge imposed upon rural communities. The farmer rated on £500 a year who suddenly finds 1s. a £ added to the demand note will not suffer in silence.

CONSEQUENTLY the difficulty in the counties of raising money by rate for the non-compulsory purposes of education other than elementary tends to increase rather than diminish. It is common knowledge, also, that those who accepted the Act of 1902, not in the interests of educational progress, but "for other reasons," are beginning to find that machinery has been set in motion which will ultimately change the whole aspect of affairs. While, therefore, it is desirable for Local Authorities to be in a position to establish training colleges (or hostels for country students attending day training colleges) if they wish to do so, the probability of immediate action is not considerable. The Board of Education is, therefore, the only body to supplement the existing agencies provided by voluntary effort or by the enterprise of local University institutions. At any rate, the Government ought to make substantial building grants to meet local contributions, and when the building is erected charge itself with the cost of maintenance.

IN view of the general expectation that in a few years candidates for admission to training colleges will have spent three or four years in secondary schools, and should therefore have reached a higher standard of attainment than at present, there is a good deal to be said for the resolution proposed by Principal Symes at the Conference referred to above—that the Board of Education be asked to recognize a new type of training college, to which admission should be through such examinations as the Senior Locals, the training to be for one year only and confined to the science and art of teaching. Principal Symes did not carry his resolution, although the Conference agreed to the somewhat meaningless recommendation that the Board should be asked to recognize new types of training colleges.

THE Conference was evidently "double-minded" on the general question, for, having adopted a resolution by Mr. H. Hobhouse, M.P., expressing the opinion that, the training of teachers being primarily a matter of national concern, the cost should, as far as is consistent with due economy, be borne by the National Exchequer, it proceeded to argue: "That where sufficient accommodation cannot be provided by the enlargement of existing training colleges counties and county boroughs should co-operate in the establishment of new training colleges and hostels and in assisting to maintain such institutions when established." It must be obvious to every representative of a Local Authority that, if the Government can induce County and County Borough Councils, or anybody else, to provide for the training of teachers, or any other matter of national concern, it will cheerfully and indefinitely defer dealing with it.

SEVERAL Local Authorities have adopted resolutions in favour of postponing the operation of the new regulations for the preparation and training of pupil-teachers. It is doubtful whether any really substantial reason can be shown for such postponement. Every one who knows the facts must admit that the present system under which the future certificated teachers of the country are intellectually nurtured and reared is unsatisfactory—most unsatisfactory. The Board of Education issued its new regulations nine months ago, and they do not fully operate until August 1, 1905. Local Authorities cannot complain, therefore, of lack of time in which to make arrangements to meet the new conditions. The longer the delay the longer shall we have to wait for an improvement in the preparation and quality of our teachers; and the Board of Education will not, it is to be hoped, listen to appeals against a much needed educational reform.

NOTE ON THE EDUCATION ESTIMATES.

THE Education Estimates this year are of special interest for at least two reasons—politically because the Government sustained a defeat by 11 votes on the Irish vote (March 11, 1904), and educationally because they indicate the policy of the Board of Education with respect to secondary schools.

The Chief Inspector for Secondary Schools (Mr. Fletcher) has been given a personal salary of £1,200; though the scale salary for the post is £1,000—*i.e.*, at the same rate as for the corresponding posts connected with elementary schools and technical schools. This evidently means that Mr. Fletcher would not accept the post at £1,000. He is to be assisted by 3 Staff Inspectors—not yet appointed—who will be paid salaries of £800, rising by annual increments of £50 to £900—the same rate of salary as appertains to the Divisional Inspectorships of Technical Schools. The staff for the inspection of "science, of art, of technological instruction, and of evening schools, &c." is the same as last year's—*i.e.*, 1 Chief Inspector (Mr. Buckmaster), 3 Divisional Inspectors, 15 Inspectors, and 34 Junior Inspectors, with 1 Chief Inspector and 2 Inspectors for Schools of Art ("these officers give assistance in the inspection of secondary schools"). There are at the present time some 6 vacancies for Junior Inspectors. The fees for Temporary Inspectors for Secondary Schools are estimated at £2,500 for 1904–5, as against £2,000 for the previous year. There is, however, a decrease for Occasional Inspectors of Technical Schools from £2,700 to £350. The total cost of "South Kensington" Inspection works out at £28,180 for the coming year, as against £25,652 last year—an increase of about £3,500. These sums do not include personal and travelling expenses of South Kensington Inspectors, estimated at £9,700 for 1904–5, as against £10,300 for last year. There is little change in the cost of administration and office expenses at South Kensington. There will be however, a decrease from 6 to 5 in the number of Senior Examiners, and from 7 to 6 in the number of Junior Examiners, for Secondary Schools; for technical work there is provision for 5 Junior Examiners, as against 2 last year.

In the Office of Special Inquiries and Reports the Library Assistantship at £179 has been abolished; but there is an increased grant for literary, clerical, and general assistance from £120 to £350; otherwise the expenditure on this branch is practically unchanged. The total estimated expenditure for the coming year is £1,684.

The increase in the grants for the education and training of pupil-teachers is only £40,000 (£110,000 against £70,000), which suggests that the Board is trying to work the great reform effected by the new regulations as cheaply as possible. Grants for secondary day schools (A and B) are estimated at £179,000, and for day Science and Art classes £37,500; total, £216,500. The corresponding grant last year was £200,000. This indicates that, in spite of the numerous protests of teachers and of the Board's own officials against the present regulations for secondary schools, no important modification of the regulations can be expected in the coming year. (Sir William Anson a few days ago, in reply to a question in the House of Commons, has confirmed this.)

One of the largest increases of the year is in the grants in lieu of fees in elementary schools under the Acts of 1891 and 1892. This ill considered and time-serving legislation, whereby elementary schools were bribed to abolish fees by an offer of a grant of 10s. per head, entailed in the first year a national expenditure of about £2,000,000, and this sum increased steadily to about £2,500,000 in 1903–4. One of the most important effects of the Education Act of 1902 has been the general abolition of fees in elementary schools by Local Authorities. The Board estimates that the number of scholars in respect of whom the fee grant of 10s. will be paid will increase from 5,065,778 in 1903–4 to 5,231,568 in 1904–5, costing the Exchequer £180,000 in fee-grant. The present writer, who has studied this question carefully, has come to the conclusion that the question of the fees charged in elementary schools is eminently one which can now be left entirely to Local Authorities, without the intervention of Government and without any penalizing of an Authority which would prefer to charge fees

But there is matter for another rime,
And I to this may add a second tale.

INCORPORATED ASSOCIATION OF ASSISTANT MASTERS.

[*The Executive Committee of the Council of the Assistant Masters' Association, in accordance with a resolution passed on December* 8, 1900, *adopted as a medium of communication among its members* "The Journal of Education"; *but the* "Journal" *is in no other sense the organ of the Association, nor is the Association in any way responsible for the opinions expressed therein.*]

THE Tenure Conference has met for a third session to consider further questions intimately connected with the main tenure problems. On the subject of salaries, resolutions were adopted urging the need of an adequate minimum and the prospect of a regular rise. These resolutions are, of course, merely the expression of the opinion of the Conference. They still await the consideration of the two Associations. Before the Council of the I.A.A.M. meets, the Branches will have an opportunity to debate the question. When the resolutions come before the Council there should be no difficulty in securing a vote thoroughly in accordance with the views of the members. On the question of pensions there is more difficulty—not that there can be much difference of opinion as to the necessity for pensions; but the subject is somewhat complex. Should a scheme for pensions be made compulsory for all schools? Should each school have its own pension scheme? Should the schools under one Authority be grouped together for the purpose? Or should there be a central scheme compulsory on all public secondary schools? Then comes the question of funds. What contributories should there be besides the assistant master? Whatever type of scheme may be formulated, it is essential that it should allow for the transference of the full interest of the assistant master on his appointment to another school. A Committee of the Conference is at work on the question. This Committee will also draft a form of agreement to be used in the engagement of assistant masters.

In this connexion a resolution was adopted by the Conference on the mode of payment of salaries. This resolution has already been passed by the Council, and is one to which, at the present time, considerable importance is attached. It is found that when salaries are paid monthly cases frequently arise in which the assistant master fails to receive full payment for the work that he has done. Local Authorities seem to favour this method of payment, and it is of importance to bring home to these bodies that a complete school year's work should entitle the assistant master to a full year's pay, and that the assistant master who has worked for a term should receive one-third of the year's salary.

As was generally expected, the London County Council elections resulted in favour of the Progressives. Meanwhile, much dissatisfaction has been expressed with regard to the scheme for the Education Committee. Objection has been lodged in the name of the Association on the ground of insufficient provision for the inclusion of persons of experience in secondary education. At the time of writing the decision of the Board of Education has not been made known; but one may fairly hope that, without entirely rejecting the scheme, the Board may be able to insist on some modification in the direction indicated. We received from the Board of Education a reply that representations would be made in the sense of our letter.

It is hoped that the new arrangements by which Branch Secretaries receive during term time a monthly letter from the Office will facilitate the work of the Branches and secure a better expression of Branch opinions and a fuller discussion of questions before the Association. It has not been found convenient to fix dates for all Branch meetings, though the suggestion has been considered.

The question of a Benevolent Fund is again before the Association. Before anything can be done in the matter it is desirable that members should consider how far they are prepared to support such an enterprise. It is obvious that unless a large proportion will agree to give their support the proposal will be of little value.

The last "A.M.A. Thursday" for the present season was March 17. It has been decided to continue the meetings next winter, beginning in October. Meanwhile a Committee has been charged with the duty of organizing what should be a very successful undertaking: at any rate, a good start has been made.

INFORMATION COLUMN.

THE International Congress on the Teaching of Drawing will be held at Berne from August 3 to August 6. The fee for membership is 10 francs, and arrangements have been made for reduction of railway fares. Application should be made to the Hon. Treasurer for England, Miss Edith Spiller, 11 Highbury Crescent, London, N.

UNIVERSITY OF LONDON SCHOOL-LEAVING CERTIFICATE.—The Board entrusted by the Senate with the management of the School-leaving Certificate Examination and the Inspection of Schools has, at the desire of a number of schools, decided to hold a School-leaving Certificate Examination beginning on July 4, in addition to that held in connexion with the ordinary Matriculation Examination beginning on June 13. Any school desiring to present pupils for the School-leaving Certificate will be required to submit to the University a general statement of the complete course of instruction given in the school, and also the curriculum of study pursued by the candidates. Further information and forms of entry may be obtained on application to the Principal, University of London, South Kensington, S.W. The entries must be made for the June examination before May 1, and for the July examination before June 1.

What will the Paris trip of the Modern Language Association cost me at lowest?—A. F.

[Second class railway fare, £1. 7s. 6d.; hotel at 7 fr., for four days (say), £2. 5s.; incidental expenses (say), £1—total, £4. 12s. 6d.]

Is *cadet* applied to the youngest son in a family or to the youngest but one? Is "Hudson's Bay" in French *La baie d'Hudson* or *de Hudson?*—HIGH SCHOOL.

[*Cadet* means "younger," and may, of course, from the context mean "youngest," but why "youngest but one?" The *H* is not aspirated.]

How can I get full particulars of the Concours of the Société Nationale des Professeurs de Français en Angleterre, as I should like to enter, if possible, some of my pupils for their examination?—A. C. J.

[Apply to M. S. Barlet, 8 Barnard's Inn, Holborn, E.C.]

SOUTH-WESTERN POLYTECHNIC, CHELSEA.—The governing body have unanimously appointed Mr. Sidney Skinner, M.A. of Christ's College, Cambridge, to the position of Principal, in succession to Mr. Herbert Tomlinson, F.R.S., who is retiring. Since 1888 Mr. Skinner has been attached to the teaching staff of the Cavendish Laboratory at Cambridge, and also has acted as Lecturer and Director of Natural Science Studies at Clare College. Mr. Skinner will take up his duties at the Polytechnic about the beginning of May next.

EASTER HYMN.

AWAY with gloom and sadness;
Let heart and voice unite
To hail with songs of gladness
The Victor from the fight.
Through every clime and nation
The palms and banners wave:
Our Captain of Salvation
Hath triumphed o'er the grave.

No conqueror's crown He weareth;
No martial hosts appear;
That lonely Form still beareth
The marks of nails and spear.
Alone He bore the burden;
Alone He faced the foe;
Alone He won the guerdon
For sinful man below.

But now in realms of glory
Angelic hosts proclaim
Redemption's wondrous story,
And laud His Holy Name.
Sing out with exultation;
The Easter anthem raise;
For Christ hath wrought Salvation:
To Him be endless praise!

W. R.

CORRESPONDENCE.

"HISTORY OF EDUCATION" IN THE CAMBRIDGE SYLLABUS FOR THE TEACHERS' DIPLOMA.

To the Editor of The Journal of Education.

SIR,—In Miss Hodgson's interesting paper in the March number of *The Journal* it is argued that the ground covered by the Syllabus is far too large for the allotted training period of one year, and that "those responsible for this amazing syllabus are encouraging 'cram'—more, that they are rendering it obligatory." A question quoted from a past examination paper on Locke is rightly ridiculed: it cannot be regarded as typical of the examiner's estimate of the importance of his subject. It is fair to protest against requirements in the examination which cannot reasonably be expected after the year's reading; also, as is suggested, it seems particularly undesirable in a professional examination to throw upon the student the responsibility of selection, and thus to make success more than ever a matter of chance. Yet, while admitting all this, there are many who prefer the Cambridge scheme to that of London, and even to that of Oxford.

Miss Hodgson writes: "Is it not an insult to ask graduates of any University to do this sort of thing?" It may be pointed out that, just because the teachers' course is a post-graduate course, "the History of Education" is not a wholly new subject. The least widely read of the students will have some first-hand acquaintance with some of the authors in the period: many will know many of the books well. Students who come to a training college after reading for Honours in History or Literature or Modern Languages have much of the material necessary for a profitable study of even "seven centuries" in a year, if it is remembered that the history is viewed in one aspect only.

It is true that "research" is needed, and that some books are a hindrance rather than a help. But the fact that "there exists no standard work upon the history of education as a whole" has two sides: more hard work is involved, but the student is more likely to read the authors themselves instead of getting up what is said about them, and this should count for much in the examination. The real difficulty in the subject lies in keeping to the point. There is so much in the lives of the great ideas that is interesting and attractive: you love them; you want to know all about them; you spend valuable time over their personal histories, their financial embarrassments, &c., &c.; and you end by knowing something of the *man*, but you feel very unsafe as to your power to judge exactly where to place him in what should be your well articulated scheme of education.

Your search is for *thoughts*—for germ-thoughts which became fruitful for a definite end—the end of education. When you are happy enough to come upon such a thought, and to see the fruit it bore, there is still much work to be done; for you may find the same germ elsewhere in the centuries, and in many and varying circumstances, and the modifications effected by environment may make it difficult to recognize what you seek. "Learning from Nature," for instance, has quite a different meaning in Rousseau from what it meant to Comenius. What other educators fell back upon Nature? What did they understand by Nature? What did they learn from her? What was the outward and visible result of their learning? &c., &c. Such are some of the questions that occur to the student in face of one idea.

The wording of the Cambridge Syllabus lends itself to the philosophical treatment of the history of education which would be expected in a post-graduate course; and this treatment, while certainly making more demands upon the mind, at the same time clears away a mass of detail which would otherwise impede it. In this regard the period from the Revival of Learning would not seem to be too long: Cambridge seems to have found the happy medium between Oxford and London. At any rate, the preparation for the paper is carried on very pleasantly at the Cambridge Training College, with one college lecture and two University lectures in each week.—Yours, &c.,

Cambridge Training College. EDITH E. CANNINGS.

SALARIES OF THE GIRLS' PUBLIC DAY SCHOOL COMPANY.

To the Editor of The Journal of Education.

SIR,—My attention has been called to a paragraph in your March issue which, after pointing out as something unusual the fact that the expenses of the schools of the Girls' Public Day School Company are covered by the tuition fees, proceeds in the following words:—

> How is it done? We fear there can be but one reply, and that is the comparatively low scale of salaries paid to women. Recently advertisements were issued for a head master and a head mistress respectively of two schools—both of exactly the same type, drawing pupils from the same class of parents; each had, roughly, the same number of pupils. The head master was offered £250, with £2 capitation; the head mistress £150, with 10s. capitation. Women will not allow this glaring inequality to exist much longer.

The words quoted, if they do not actually suggest that the advertisement for the head mistress emanated from the Girls' Public Day School Company, at any rate clearly imply that the Company's schools are within the category of those whose head mistresses are paid only £150 salary and 10s. capitation. As a matter of fact, the fixed salary of each head mistress in the Company's high schools is £250 per annum; and the capitation fees raise this salary considerably—in some cases to £700 per annum, and even more.

May I ask that, in fairness to the Company, you will insert this letter in your next issue?—Your obedient servant,

A. MCDOWALL,
Secretary to the Girls' Public Day School Co., Ltd.
21 Queen Anne's Gate, S.W.,
March 10, 1904.

[We gladly publish Mr. McDowall's letter, as it removes a possible misconception which had not occurred to us. We also welcome the opportunity of adding that our reason for calling attention to the salaries paid by the Girls' Public Day School Company was that these are among the highest paid in the profession. The point we were urging is that, given the same education, parents have no right to pay for their daughters half what they pay for their sons.—ED.]

AGREEMENTS OF ASSISTANT MASTERS.

To the Editor of The Journal of Education.

SIR,—Your model form of agreement for assistant masters has, I think, met with general approval. There is, however, one class of

teachers whose case it hardly meets. I refer to the number of assistants who are employed in what I may call "municipal secondary schools"—teachers who are employed not only to teach in the day schools, but are required also to take classes on certain evenings in the week. What are the number of hours per week that these teachers may reasonably be expected to teach? It would be of service to me if your readers would state their views, or if teachers who are so engaged would inform us what time is required of them.

May I express a hope that the A.M.A. will consider this question, if it has not already engaged their attention?—I am, yours truly,

PETER.

MUNICIPAL SUPPORT OF MODERN LANGUAGE TEACHING.

To the Editor of The Journal of Education.

SIR,—In view of the suggestion that Municipal Authorities should provide small scholarships to aid modern language teachers to attend vacation courses, it is interesting to notice that the Nottingham Education Committee is seeking a native Frenchman for work in its higher-grade schools. He must speak his language well, have a knowledge of phonetics and their application to the Direct method, and be content with a maximum salary of £100 a year.—Yours truly,

March 21, 1904. SCÆVOLA.

MINOR NOTICES.

SCIENCE BOOKS.

(1) *The Teaching of Chemistry and Physics in the Secondary School.* By A. SMITH, B.Sc., Ph.D., and E. H. HALL, Ph.D. (Price 6s. net. Longmans.) (2) *Physics.* A Text-Book for Secondary Schools. By F. SLATE. (Price 6s. Macmillan.)

We have selected these two volumes as being admirable specimens of American pedagogic books. It is noteworthy that both are written not by teachers in secondary schools, but by University professors. The aim of American teachers in science teaching appears to be to impart a thorough knowledge of scientific principles of most general application; to the University professor is left the work of teaching science from a more utilitarian and academic standpoints.

(1) In the Chemistry section, written by Dr. Hall, the various methods of teaching chemistry are fully discussed. The writer appears to favour the theoretical and historico-systematic treatment as providing the most valuable mental discipline; but it must be pointed out that the trend of opinion in America is towards postponing science till the later years of secondary-school life; the Nature-study, or heuristic, method in vogue in Great Britain is criticized as not presenting that "connected and complete account of the subject which in these years is generally demanded"—though the writer admits that the study of this method will afford to the teacher a valuable demonstration of the application of pedagogical principles to the study of chemistry. The spirit of the heuristic advocates should always be present, and now and then problems of a simple nature may be given. All the work should be thorough, and it should aim at giving a bird's-eye view of the principles of science. In this way the teaching of chemistry may become a genuine means of culture and a discipline of real benefit in the later work of life. "We need more detail and, at the same time, more perspective." The character of laboratory teaching is discussed, and suitable experiments are succinctly described. "Constituents of the Course," "The Laboratory," "The Teacher: his Preparation and Development" are the titles of the last three chapters, and throughout the treatment of the subject is able and impartial. Prof. Hall, in the Physics section, follows somewhat the same lines, without going quite so much into detail. Here, too, we find the suggestion that any attempt to teach physics systematically and heuristically is not likely to succeed. "It is so difficult to design a course of laboratory experiments which will lead the pupil to discover, or observe in any general way, phenomena not previously known to him—so difficult, therefore, to prevent qualitative laboratory work from becoming a farce and a bore, in which the wearied teacher points out to each pupil the thing which the latter is supposed to discover—that I have long considered the undertaking unprofitable. . . . Movement, a certain sense of progress, is essential to the best work of the pupil's mind, which, like a bicycle, simply lies down if it is kept too long in one spot." This section contains a valuable chapter on "Physics Teaching in other Countries," from which we learn with some surprise that Science is the Cinderella of the curricula in the *Gymnasien*, and even in the *Realschulen*, in Germany. Practical work is optional, and knowledge or ignorance in science is scarcely taken into account in making promotions. Nevertheless, as compared with Germany, "England can hardly be said to have a system of education: she has, rather, a state of development." Prof. Armstrong appears to be accepted as the leading exponent of science teaching in England; but American teachers should be slow, says Dr. Hall, to follow his suggestion to discard printed books and to make the pupil distrust accounts of what he has not seen himself. The average boy shrinks from the painful effort of getting from a book the definitions and the reasoning necessary to make laboratory work intelligible. The scientific pre-eminence of the Germans is probably due to their habit of reading widely both German and foreign treatises. In both sections the bibliographical lists are carefully prepared, and should prove most valuable to English teachers. We know no better list of authorities on the various topics of science teaching. The merits of the whole book are so marked, it is written throughout in such an interesting and lucid style, and is so practical and concise, that we have no hesitation in recommending it to science teachers, whether experienced or not, as a valuable addition to their libraries.

(2) This is an elementary course of physics designed especially for young people from sixteen to eighteen years of age who are nearing the close of their training in secondary schools. The treatment is not at all specialized. For example, such subjects as the kinetic theory of gases, absolute temperature, and the wave theory of light are not mentioned. A *conspectus* of the whole of physics is given with the particular aim to relate the work as far as possible to the phenomena of daily life and to make the teaching educational rather than merely instructional. An example will show the method adopted. The section on the weight of gases refers, first, to the experiment of "pouring" carbon dioxide (Experiment 8). On the other hand, a bubble of hydrogen rises (Exp. 9). Then comes the well known experiment of weighing air by first making a partial vacuum in a flask and then admitting air (Exp. 10). A reference to Galileo's original proof that air has weight is then given (Ref. 3, which gives the titles of four books, including the "Encyclopædia Britannica," in which a description of this experiment will be found). Finally, there is a comparison between a marble falling and a wooden ball rising in water. A lesson of this kind is interesting and of real educational value. As we have indicated, a list of references, an outline of experiments, and a bibliography are appended; and there is also a collection of miscellaneous questions. We shall not protest if the Americans "dump" many books as good as this. It will probably not compete seriously with English books as a text-book for use by pupils, because it is written entirely from the American point of view; but teachers will find it a mine of good suggestions and information.

(1) *Practical Chemistry.* By R. ABEGG and W. HERZ. Translated by H. T. CALVERT, B.Sc. (Price 6s. Macmillan.) (2) *Laboratory Manual for use with Shenstone's "Inorganic Chemistry."* By W. A. SHENSTONE, F.R.S. (Price 1s. 6d. E. Arnold.) (3) *A Course of Practical Chemistry.* By the same Author. (Price 1s. 6d. E. Arnold.) (4) *Practical Chemistry.* In three Volumes. By W. HARRIS, M.A., Ph.D. (Price, Vol. I., 1s.; Vols. II. and III., 1s. 6d. Whittaker.) (5) *Qualitative Analysis.* By L. M. DENNIS and T. WHITTELSEY. (Ginn.) (6) *Laboratory Physics.* By D. C. MILLER, D.Sc. (Ginn.) (7) *Elementary Practical Chemistry.* In two Volumes. *Part I.: General Chemistry. Part II.: Analytical Chemistry.* By F. CLOWES, D.Sc., and J. B. COLEMAN, A.R.C.S. (Price 2s. 6d. net each volume. Churchill.)

(1) In this work the reasoning and terminology of the ionic theory are adopted throughout, and the preface suggests that the dissociation theory and the law of mass action in analytical chemistry should be introduced in the teaching of analytical work at an early stage. For college students the book should prove of value, and teachers may learn from it, if they so desire, how best to introduce ionic conceptions into the teaching of chemical analysis. A useful and original method of acid separation is described.

(2) is a reprint of sections from Mr. Shenstone's well known "Inorganic Chemistry Text-book," of parts dealing with practical work. It contains a course of practical work preliminary to systematic qualitative and quantitative work.

In (3) the same work is rearranged, with the addition of a good many problems. Mr. Shenstone believes it is better to allot different experiments to different boys and to require each pupil to give some time to studying the work of the rest; and he suggests that each pupil should be given a card, showing by numbers the experiments he is to perform. Much can be said for this method when the classes are large. (2) was published in 1901 and (3) in 1903. Both can be recommended as containing good practical courses; they bear evidence throughout of the ability and wide experience of the author.

(4) Mr. Harris's three volumes deal with Measurement, Exercises, and Problems, Qualitative and Quantitative Analysis respectively. There are no sketches, which is a disadvantage when complicated apparatus has to be set up. The first volume contains much of the work which is usually known as practical physics, and the second volume is a useful collection of 150 graduated exercies in practical chemistry. In the third volume qualitative analysis is taken, mixtures being described before the simple salt for reasons which are not obvious. Simple quantitative work and the usual elementary qualitative course are also included.

(5) This small American work aims at being both exact and comprehensive. Full reasons for the qualitative methods are given; the book

is well printed and produced, and the arrangement and treatment of the subject are notably clear.

(6) Dr. Miller's book is a large volume of 403 pages, and gives a complete course of practical physics. Several important exercises appear for the first time in a laboratory manual, copious references to original sources being provided. This originality of treatment is seldom found in English works. The book will be a welcome addition to the bibliography of practical physics.

(7) The well known book by Messrs. Clowes and Coleman has been divided into two parts to meet the requirements of the general student and the student of more systematic chemical analysis.

(1) *Elementary Inorganic Chemistry.* By JAMES WALKER, D.Sc., Ph.D., F.R.S. (Price 3s. 6d. Bell.) (2) *An Introduction to Chemistry.* By D. S. MACNAIR, Ph.D., B.Sc. (Price 2s. Bell.) (3) *A Junior Chemistry.* By E. A. TYLER, B.A. (Price 2s. 6d. Methuen.) (4) *Elementary Physics and Chemistry*, Book I., *Elementary Physics.* By JOHN BIDGOOD, B.Sc. (Price 1s. 6d. Longmans.) (5) *Elementary Science: Physics*, by W. T. CLOUGH, A.R.C.S.; *Chemistry*, by A. E. DUNSTAN, B.Sc. (Price 2s. 6d. Methuen.)

(1) A somewhat detailed account of the main facts of chemistry is here presented, without much theory. It is intended to bridge over the gap which often exists between chemistry as studied in schools and in colleges. The author believes that a good grip of facts should be acquired at the school, which is no place for "chemical philosophy"—which would be very true if every schoolboy proceeded to the University. We fail to detect any special qualities in the work which would warrant the high price charged for it.

(2) Dr. Macnair's book has already acquired considerable popularity. It aims successfully at giving the elementary outlines of chemistry in logical sequence. Useful lists of questions are appended to each chapter.

(3) Theoretical considerations appear to be taken at an early stage, and are not very well explained. For example: the inference from Avogadro's hypothesis (here called a law) that the molecules of different gases are equal in size is, we imagine, erroneous. The book is designed to meet the requirements of Junior Local examinations, and a useful collection of problems and examination papers is appended. In the hands of a skilful teacher it should prove useful, as containing all essential facts, with details of experiments.

(4) Mr. Bidgood's book is short and very elementary; designed for elementary schools in accordance with the specimen scheme of the 1900 Code.

(5) Mr. Clough and Mr. Dunstan have done their work carefully and thoroughly. Candidates in experimental science in Junior Local examinations will find in the book all they require.

Introduction to Physical Chemistry. By JAMES WALKER, D.Sc., F.R.S. Third Edition. (Price 10s. net. Macmillan.)

This edition is revised and enlarged by the inclusion of a chapter on Electromotive Force and an extension of the chapter on Thermodynamical Proofs. It is a very good book for the scholarship boy, as the explanations are as straightforward as possible, and only a knowledge of elementary mathematics (including the simplest calculus) is required.

A Latin Anthology for Beginners. With Notes and Vocabulary. By G. B. GARDINER and ANDREW GARDINER. (Price 2s. E. Arnold.)

A happy selection of very easy passages, mostly from Phædrus and Ovid, very fully annotated. We think it a mistake to have excluded lyric poetry—for fear, we take it, of troubling beginners with too many metres. The notes are in larger type than the text, which seems an inverted order of things. Otherwise we have nothing but praise for the selection.

Vergil: Æneid I. Edited by HERBERT KYNASTON, D.D. (Dent.)

No publisher of school books is happy till he has a "First Æneid." We look for some distinctive mark of the latest—about the ninety-ninth it must be—that has come under our notice, and we do not look in vain. It has a list of passages adapted from Homer; otherwise it seems neither better nor worse than half-a-dozen we could name. The print is good and there is a vocabulary.

Heath's Practical French Grammar: Shorter Course. By W. H. FRASER and J. SQUAIR. (Price 3s. 6d. G. Harrap.)

We recently noticed the longer course of which this is a condensation, and need only state that the exercises of Part II. have been shortened and that short sentences have been replaced by continuous passages relating to everyday life. This is a distinct improvement, and the work at its present moderate price should find its way into English schools.

"Macmillan's Classical Series."—*Selections from Tibullus and others.* Edited by J. P. POSTGATE. (Price 5s.)

There is a certain inconvenience in the plan of combining a selection of passages for boys, annotated to meet their wants, with an examination of the thorny questions that criticism raises about an author like Tibullus. But Prof. Postgate overcomes it with skill. His notes are for young, his appendices for riper, students; his introduction will be valuable to both. The reader content to renounce strophes and extensive rearrangements will find in these pages all that he is likely to demand for his ordinary wants—the sum of many discussions soberly digested and arranged with care. An index would have made it easier to consult the book upon special points; as a set-off to the absence of one the illustrations are unusually appropriate and well done. For a good specimen of Prof. Postgate's work chapter ii., which treats of the authorship of the various poems ascribed to Tibullus, may be examined. It gives us in synopsis a sane view of a matter that has been torn to rags, if we mistake not, by many wild dissertations for the Doctor's degree in Germany. We observe that in (Lygdamus) III. iv. 1 *et seq.* he does not adopt his own emendations (*Journal of Philology*, XXV. 58 *et seq.*), but he still deems his *sanctis* one of the most important variant readings. The note on I. iii. 30 has the reference: "*Am.* 2, 13, 17" twice, which is confusing; in the first place where it occurs read: "*Art. Am.* i. 77." With all respect we submit that in (II. v. 18)

"Uatis, et ipse precor quid canat illa doce,"

the rhythm of the first half of the pentameter is *not* just like that of the second; it *is* in, to quote the first instance that comes to mind, "Art. Am." ii. 24:

"Semibouemque uirum semiuirumque bouem."

That the ancient Avaricum was the modern Bruges (instead of Bourges), as we learn on page 92, will probably be unwelcome news to Prof. Postgate himself. We ourselves do not like the spelling "Alemanni"; but the point concerns the Germanist rather than the Romanist, and there is no need to argue it here. A few small oversights such as those to which, in accordance with the desire expressed in the preface, we have called attention, do not materially impair the value of the book. It is an excellent contribution to a useful and improving series—worthy of the editor's reputation, even if it does not enhance it.

Demosthenes on the Crown. Edited by W. W. GOODWIN. (Cambridge University Press.)

Prof. Goodwin, the well known American scholar, has abridged the large edition of "Demosthenes on the Crown" which he published in 1901. The critical notes being omitted, any necessary comment on the text is introduced into the explanatory notes. Again, while the notes, the historic sketch, and the essays have been cut down, a certain amount of matter indispensable for young students has been incorporated in the book. The result of these changes is seen in a school book of unusual excellence. It is enough if we call the attention of teachers—especially of those who have adopted the editor's "Greek Grammar" and "Moods and Tenses"—to the existence of this valuable aid to instruction; for this small edition needs no other recommendation than a mention of the large.

The Story of Rome as Greeks and Romans tell it. By G. W. BOTSFORD, Ph.D., and LILLIE SHAW BOTSFORD. (Price 4s. 6d. Macmillan.)

It has sometimes been doubted whether books by two authors are really better than those by one. Certainly that which lies before us were no argument for any other division of labour than that under which one writer makes the mistakes and the other corrects them. It bears on the title-page two names, one of them that of a Lecturer on Ancient History in Columbia University, New York. We have seen books as good that were the work of a single hand. The object of the volume, as we learn from the preface, is to supply young students with interesting and instructive reading from the sources. The extracts have been so connected and interwoven as to form a continuous story; narrative and biography, the illustration of life and of character being the principal ends kept in view. The idea was more laudable than the execution is successful. It appears that the story of Rome, related under the the conditions laid down, means the story of Rome told with the scantiest mention of Hadrian's foreign policy, but with five pages of the "Meditations" of Marcus Aurelius transcribed from an old-fashioned crib. Fancy, again, a story of Rome in which the history of the Marcommannic War—our authors do not seem aware that *two* wars are covered by the term—is based on the compressed and jumbled statements of the "Augustan History" without any reference to Dio Cassius or any hint of modern reconstructions under the guidance of the Marcus Column. In connexion, apparently, with Caligula we have printed for us an English version of Tibullus on "Country Life" (I. i.), which no more illustrates literature under the Julian Emperors than it concerns the fate of the Imperial madman. Does a snippet like this convey any notion of Horace or of Roman poetry?—

"Only hark how the doorway goes straining and creaking,
And the piercing wind pipes through the trees that surround
The court of your villa, while black frost is streaking
With ice the crisp snow that lies thick on the ground!"

Let the reader compare the last words with

"positas ut glaciet nives
Puro numine Juppiter,"

and say whether entrance is to be got to the literatur of Rome

through the medium of any translation. Whether they quote prose or verse, the authors borrow the rendering (with small modifications) from some well known key, mostly that catalogued in the series of Bohn. They appear to think their conduct in doing so peculiarly meritorious. We observe, to draw to a conclusion, that they teach their pupils to pronounce "Alexándria," forgetful of the story: "Dr. Bentley or I might say 'Alexándria'; you, Sir, had better say 'Alexandri'-a.'" It is a book for the rich to buy, and for the idle to read.

An Historical Geography of the British Colonies. Vol. IV., Part 2, *Geography of South and East Africa.* By C. P. LUCAS, C.B. A New Edition, revised to 1903, with Chapters on the Transvaal and the Orange River Colony added, by HUGH EDWARD EGERTON, M.A. (7½ × 5 in., pp. 169, with 6 maps; price 3s. 6d. Clarendon Press.)

This volume originally appeared in 1897; but during the seven years which have elapsed since that date so much has happened that revision has become necessary, and so has the addition of much new matter relating to the Transvaal and the Orange River Colony. Both the revision and the additions have been carefully executed, and the maps are all new. Our readers are already sufficiently well acquainted with the high estimation in which we hold the volumes of this admirable series; so we need say no more on this occasion. We may, however, mention that quite lately we had the pleasant duty of praising Mr. Egerton's recension of the introductory volume, and that he is the author of "A Short History of British Colonial Policy."

"Black's Historical Series."—*History in Biography.* Vol. I., *King Alfred to Edward I.* By BEATRICE A. LEES. (7 × 4¾ in., pp. xiv, 234, illustrated; price 2s. Black.)

Miss Lees is Resident History Tutor in Somerville College, Oxford. The aim of her volume is "to stimulate children to independent reading and thought by presenting the history of England to them in a fresh and attractive form by means of typical lives of famous men and women, drawn in large measure from original sources." The lives given in this volume are those of King Alfred, St. Dunstan, Earl Godwin, William the Conqueror, Anselm, Robert of Belesme, Henry II., Becket, Richard I., Giraldus Cambrensis, William the Marshal, the three close friends and fellow-workers for England's good—Robert Grosseteste, Friar Adam Marsh, and Simon de Montfort—and, lastly, Edward I. The volume also contains a list of authorities, a consecutive summary of the period covered by the text, illustrative maps, pictures, genealogical tables, and a full index. The little book is well informed and very pleasantly written, and the illustrations are taken from authentic sources; it is also well printed and neatly bound. It seems to us admirably fitted to effect its aim of adding to the interest and the clearer understanding of English history, and, though it may not lead children to do much independent reading and thinking, it will certainly make their history work more living and more human, and therefore more enjoyable.

Shelley, Adonais. Edited, with Introduction and Notes, by W. M. ROSSETTI. A New Edition, revised with the assistance of A. O. PRICKARD, M.A. (7¼ × 5 in., pp. 162; price 3s. 6d. Clarendon Press.)

This little book is probably already well known to most of our readers. In the new edition greater attention has been paid to classical sources from which passages and ideas of the poem are, or would seem to be, derived; and a greater use has been made of parallel passages from other authors, ancient and modern. This is due to Mr. Prickard. In other respects Mr. Rossetti has revised his introductory matter and notes. As it now stands, the edition is a very elaborate one—73 pages of introductions, including memoirs of Shelley and of Keats; a section of passages from Bion and Moschus, and much else; and 70 pages of annotations and index, to 19 pages of text—all of which is very interesting, and, indeed, helpful, but somewhat ill-proportioned. Nevertheless, lovers of this beautiful poem will probably not grumble overmuch, and should be grateful for such a wealth of comment and illustration—both of which seem to us excellent of their kind. As an edition of a poem of Shelley's this of Mr. Rossetti stands alone.

"Pitt Press Series."—*Sir Walter Scott: Kenilworth.* Edited, with Introduction, Notes, and Glossary, by J. H. FLATHER, M.A. (6½ × 4½ in., pp. xxiii, 563; price 2s. 6d. Cambridge University Press.)

This is a school edition. It contains Scott's own introduction and notes, and also a brief introduction and glossary by the editor. The editor's notes are given at the foot of the pages, and consist mainly in explanations of obsolete or difficult terms and brief corrections of Scott's innumerable inaccuracies. As to anachronisms, one cares little, as a rule, in a romance of this kind, provided that they add interest and beauty to the tale itself; but mistakes of detail and matter of fact are less easy to pardon, and Scott was never more careless about such things than he was in "Kenilworth." Mr. Flather corrects these mistakes simply and briefly, and, as far as we have noticed, he has left no serious mistake uncorrected. His brief introduction of fifteen pages is

(*Continued on page 270.*)

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ASSISTANT MASTERS' SALARIES.

AN attempt to lay down a general scale for the payment of assistant masters in secondary schools would be futile, even if it were possible. Conditions are so varied that no one scheme could be found applicable for all cases. But it may not prove altogether valueless to endeavour to investigate some of the principles which should guide action on this point. At the start it must clearly be recognized that the future will not be as the past. The Registration Order has altered all that. In the better schools salaries have been fairly adequate for young graduates who are bachelors. There has been hitherto a steady supply of men who are willing to act as masters for a few years as a preliminary to Holy Orders and parochial work, to the bar, to journalism, and the like. Those who remained in the schools had a fair chance of a boarding house; or, if they were ordained or willing to be ordained, of a head mastership. Their salaries probably did not increase; but there was a chance of a satisfactory income in the end. In the future an unregistered master is not likely to receive a good appointment, and a man who qualifies for registration will do so with the intention of remaining in the teaching profession. Thus one source of supply will be cut off. There will be no more casuals or birds of passage.

Now, if a man is to qualify for registration, he will need either to be a born enthusiast for the work of teaching or to be assured of a decent livelihood. He will not drop out of the profession and take to other work so easily as he has done in the past. He is less likely to be in Orders and to look forward to an incumbency for the securing of a competent income. In the large public schools the boarding-house plums will remain; but it must be noted that, with a large increase in the number of boys educated in secondary schools and with a consequent increase in the demand for teachers, there is practically no increase in the number of house masterships. The new schools are mainly for day boys. It is also to be noted that the number of head masterships does not increase in proportion to the number of assistants. The improvement in railway facilities, no less than the introduction of the bicycle, coupled with the knowledge that a school of two hundred boys can be managed more cheaply, and at the same time more efficiently, than a school of from

forty to eighty boys, tends rather to lessen the number of schools. From these and other causes head masterships are growing fewer in proportion to the number of assistants employed.

Granted, then, that graduates will not take the trouble to qualify for registration merely for the sake of using the school as a stepping-stone to another career, and granted that head masterships and house masterships will remain stationary or at best will not increase in the proportion they have hitherto held, it will be found that a very large number of men must in the future enter the teaching profession with the idea of remaining assistant masters all their lives. This is the new state of affairs introduced by the establishment of the Register. Its importance is, perhaps, hardly realized by all concerned. In the future a man will not accept, with equanimity, a low salary of, say £200, because he confidently expects to be receiving £1,200 by the time he is forty-five years of age. Such prizes will become comparatively so rare that they will be reserved for men of brilliant powers, or for the favoured of fortune. Another point of equal importance is this: it will no longer be possible to point to a man of forty years of age as a failure because he is neither a head master nor a house master. The majority of teachers in secondary schools will remain assistant masters.

And the qualifications for admission to the staff of a school are, under the Registration Order, more stringent than they have been in the past. This leads to the pertinent inquiry: What inducements are to be offered by governing bodies and by Local Authorities in order to maintain a constant supply of efficient teachers? In the first place, it is imperative that the conditions of tenure shall be such as to attract men of independence and power by giving them due scope for the exercise of their faculties. If the proposals made by the Associations of Head Masters and Assistant Masters are accepted by the Board of Education, and are incorporated in schemes, a great step forward will have been made. But we are dealing now with salaries: here there must be a general rise.

It is to be anticipated that an early reform on the part of governing bodies will be the introduction of a salary scale. At present a man's salary in many—probably in most—cases never rises at all. A bachelor can live in modest decency on £150 when he is young. Let him marry—and no one, in England at least, would uphold a teaching order of celibates—and each year he becomes financially poorer. If salary is to be considered in ratio to expense of living, then it is fair to argue that a man who at the age of twenty-five starts with £150, increasing for fifteen years at £10 a year, is no better off at the age of forty than when he began. His necessary expenses have increased as his income increased—assuming that he marries. The establishment, therefore, of a minimum scale of £150, rising in fifteen years to £300, may be taken as an urgent reform if a master is to be able to look forward to bringing up a family with the barest decency. Such a scale implies in reality no promotion, no increase.

It has been pointed out that a supply of young men constantly passing into and out of the profession can no longer be expected. It may be assumed as axiomatic that a competent teacher ought to be in a position to marry at the age of thirty. If marriage is not possible then, a serious check is given to the influx of teachers. If things remain as they are, governing bodies and head masters will have to expect a staff of men either soured by disappointment or else living on the margin of poverty in a constant struggle which must sap their energy and detract from their moral influence. Neither type of man is desirable as an assistant master. Cheerfulness, good temper, and buoyancy are among the most essential characteristics of a successful teacher. A man will not have a good influence on the school if he cannot pay his butcher's bill or if his own children go about in rags and tatters. Registration upon Column B denotes, or will denote, a University education. There is a recognized standard of living below which University men ought not to fall. Seeing, therefore, that competent men are wanted as teachers, and not failures in other walks of life, and that the plums of the profession are rare and tend to become rarer, we may certainly conclude that sooner or later governing bodies will be forced to institute a salary scale of £150 to £300 as the lowest payment that will attract and keep efficient teachers. It is not for schoolmasters to say where the money is to come from. The need once fully recognized, the money will be found.

The scale of £150 to £300 may be taken as the lowest grade of payment. Larger schools and richer schools will have one or more higher grades to which men can be promoted. Special salaries will have to be paid to heads of departments and to men of exceptional qualifications. In these cases existing grievances are not felt to be so acute. The wealthy school naturally looks to attract the best men by offers of adequate salaries—though even here the enormous difference that exists between the salary of a head master and of an assistant is hard to explain on any reasonable ground. In one school—to give an example—the head master is drawing £1,200 a year (without boarding-house profits), while no assistant master can, under the existing salary scale, receive more than £250. It would be unwise in most cases to cut down the salaries of head masters: it is rather the other salaries that need levelling up. But, if it is once established—as, indeed, seems inevitable—that an educated man of average brain power will not enter a profession that promises less than £300 at the age of forty, then the other salaries will rise in proportion.

There is another point that governing bodies will do well to lay to heart. As things are, and merely to keep the wolf from the door or to pay for his children's boots, a man is compelled to do exacting work out of school hours. As a result he loses much of his mental elasticity, and becomes, so far, a less effective teacher. Governing bodies must face the position. If they want, or if the nation wants—and we hear a great deal to-day of the national demand for sound education—if they want efficient schools, there must be efficient teachers. Efficient teachers mean a class of men who are sufficiently well paid to be free from the more sordid and harassing cares of life—sufficiently well paid to let them put their whole energy into what is undoubtedly exhausting work—sufficiently well paid to prevent them grudging an extra hour of school work because it means a loss of a private tuition fee—sufficiently well paid to enable them to live in decency with their families, to mix on equal social terms with the doctor or the lawyer, and to make a provision for old age. If the country, which talks so much of education, will secure this, there will be no further talk of inefficient schools.

It is the interest of head masters and of parents to press for adequate salaries for assistant masters. It is generally admitted that even now there is a lack of good men entering the teaching profession. The Registration Order will accentuate that lack.

A LOOK ROUND GERMAN SCHOOLS.

By CLOUDESLEY BRERETON.

THE German secondary school is really one of the most effective factories in the educational world. The raw material is sent to it at nine years of age—or even earlier, if there is a preparatory annexe. At sixteen over 60 per cent. of the same raw material obtain the Government stamp of efficiency, and at nineteen 20 per cent. receive the hall-mark that admits the polished article to be finally worked up into a University or professional product. Add the fact that the waste products which fail to qualify for the Government label are probably far more valuable than the residuals of other systems, and it will have, I think, to be admitted that, output for output, the German educational mill is the most efficient that exists. Whether its products are really the very finest on the market is, of course, another question.

The results are all the more surprising as German schools are not nearly so well staffed in respect to the proportion of teachers to the number of pupils as one has been led to suppose, especially in the middle and lower parts of schools in the large towns. Here are some figures, with, roughly, the average age of the class: 37 (thirteen), 37 (fifteen), 41 (sixteen), 26 (seventeen), 33 (fifteen). Such classes appear to be quite as much the rule as the exception. All the greater, then, our admiration for those teachers who with such large classes obtain such surprising results. One does not see, as in some French schools, a certain number of front-bench boys bearing the brunt of the debate between teacher and taught. Moreover, the front bench in German schools is very often composed of the weakest or

most backward members of the class—the short-sighted, hard of hearing, and the mentally deficient, who are thus placed in the very forefront of the battle in order to be well within the teacher's range. The latter combines lecturing with a running commentary of questions. These are so skilfully distributed that every boy in the class comes under fire. You soon realize that there are no idlers in the form, and that the would-be shuffler has such short shrift meted out to him that he speedily finds that the "ca' canny" policy is not a paying one, and does a full day's work with the rest. The discipline may be strict—probably is too strict. Even youths of eighteen and nineteen in the highest class are obliged to stand up whenever their master speaks to them; but, with this exception, the evidence of it is more in the tone and gesture of the teacher and the attitude of the taught. The Roman centurion—who gave his orders without explanations—is the architype of the Teutonic dominie. The German boy is so well broken in that what little whispering and by-play do go on go on with much fear and trembling. The best discipline, however, is only negative in its results. It keeps the ring clear from interruption. Something more than mere strictness is needed to fill the vacuum. One finds no vacuum in German classes: there is nearly always a steady pressure of attention; sometimes somewhat stolid, not infrequently keen and living—the "forty feeding like one," with healthy appetites that never seem to fail.

And how conscientious the teacher is! There is no "go easy" about his teaching. There is no uncertainty or "fluffiness" about it either. He is thorough master of his subject: he knows exactly what he is going to say. He possesses the sure confidence that many years of successful teaching have engendered. Everything is peptonized to the level of the class; with the healthy appetites the pupils possess, assimilation cannot fail to follow. We begin to understand how, in some schools, 78 per cent. of the pupils get promoted from year to year; how there is never a large untaught residuum and sediment drifting about the bottom of every form—as is too often the case with us—which is gradually hoisted up the school by a series of unjustifiable promotions due to seniority alone. Even in the highest classes the teacher remains the chief channel of grace, the main source of information. Of him one can truly say, "a Jove principium." Whether it is advisable to watch exclusively the oldest of the flock at what is, after all, only a conduit of knowledge, rather than at the original source, is a debateable point. But, the truth is, the pupil rarely drinks at the Pierian spring by himself. As for the manuals so largely in use, they have as much relation to the original founts of knowledge as a bottle of soda-water to a chalybeate well. Even when the teacher discusses with the pupils the books which have been set for home reading, he is not so anxious to find out how this or that passage may have struck them as to be certain it has struck them in the correct fashion; much less is he desirous of finding out whether they are able to throw any original light on it. His purpose is to suggest to them the guiding thought, to inspire them with the line of ideas to be followed, the correct version, to be sure that they have properly absorbed and acquired the faith, the doctrine he has to deliver to them. Are they masters of the authorized text, are they also masters of the *authorized commentary?*—that is the chief question. If this has been accomplished, the teacher's task has been accomplished. The final examination will prove that the finished product is up to pattern and sample.

Such thorough-going teachers are not made in a day. They are all highly educated men. Their excellence lies in the fact that they are only allowed to teach what they really know. If their main subject be Greek and their subsidiary subject Latin, they may only teach Latin in the lower forms. Their pedagogical training is no less carefully looked after. Those who do not go to training colleges become "student-teachers" in the bigger schools. These student-teachers receive every attention: they are placed under the direct supervision of the director, or other picked teachers, according to their subjects. The training is alike theoretical and practical. Once a week each of the probationers in turn writes a long composition on some pedagogical subject, which is afterwards read aloud in the presence of the director and the other probationers. I was present at one of these conferences. The question set was, Whether the study of French could give the same logical training as Latin? After the reading of the paper a discussion followed, the director working in the main conclusions. At another conference a certain number of practical hints were given to the probationers, and points of everyday discipline and teaching were discussed. The whole was eminently businesslike. Wiser than the French, the Germans have always realized the need of providing a place of assembly for the whole school, and of maintaining in the hands of a single person the dual functions of teaching and discipline. The *Aula* serves as a sort of combined big school and chapel. From time to time—generally on the occasion of national holiday—the whole school are gathered together in the *Aula*, and a discourse, religious or patriotic, is read or delivered by one of the staff. The *Aula* also serves for school entertainments. A visit to the *Aula* is practically obligatory on all visitors—a pleasing indication of its importance in the eyes of the director. The class teacher (*Ordinarius*) acts as a court of first instance and settles any difficulties that may arise in school matters between the home and the school. In this way only the more serious questions are brought for consideration before the director—an important consideration in schools which number over eight hundred pupils. The demeanour of the parents in the teacher's presence clearly shows which is the more important person in the discussion. One suddenly remembers from the deference paid to him that the teacher is a State official. A very interesting book has lately appeared in Germany, entitled "How shall we bring up our Son Benjamin?" Not the least interesting feature about the book is the ingenious fashion in which the author, a high official in the Ministry, assumes throughout that the school is never to blame for any shortcomings in the boys' education.

The Germans are thorough believers in leaving nothing to chance. The class-rooms bear ample testimony to the thought expended on the health of the pupils. The floor is often oiled to prevent dust; the desks are placed astride of a small sort of Suakim-Berber railway to allow them to be shifted backwards and forwards for cleaning purposes; a thermometer is set in a hole in the wall adjoining the window, so that a check may be kept on the temperature by the school janitor or the director as well as by the master inside; the amount of cubic space per pupil, and even of light, is strictly regulated. The waste-paper basket is no idle ornament—a scrap of paper on the floor is a rare sight. The supply of blackboards is rather "skimpy"; but maps and movable pictures abound. A coloured metrical measure, carefully marked to scale, is often to be seen fixed against the wall and running from floor to ceiling. Though the movement in favour of school decoration has not made so much progress as in some of our schools, yet pictures, prints, and photos are by no means lacking, and there are the inevitable portraits or prints of members of the reigning house. Everywhere, in fact, the view of the Prussian boy is obsessed by these *imagines*. Naturally the hours are regulated. Some of the upper classes have often five lessons running, and a few of the teachers have also, which is still worse. There are, however, an abundance of breaks, which amount to no less than fifty minutes. These occur after every lesson, and the two larger ones consist of twenty and fifteen minutes respectively. When the breaks are only five minutes in duration the pupils do not descend to the playground, but parade in the corridors, which thus subserve a twofold purpose, as they also provide ample means of egress in case of fire—not that the fire danger is much to be feared in buildings which are almost entirely constructed of brick and stone. Such classes as take place in the afternoon are generally devoted to "gym" or singing, and, in some schools, to manual work, which is optional. I came across the latter in one *Gymnasium*. The number of courses was four and the number of pupils 117. In the upper courses the pupils paid for the wood and were allowed to take their work home. Manual work is apparently looking up. The partisans of the idea held a meeting last year at Leipzig, at which the subject of making it obligatory was discussed.

One of the most difficult subjects to teach is admittedly what is known as religious instruction. The higher criticism has not been without its effects on the German teachers; though the fact that the Bible is only read in selections in school does not render the problem quite so difficult. A certain number of teachers, either from conviction or from less worthy reasons, still teach on the old orthodox lines, that the world was made in six days, &c. "It is safer," as one teacher remarked, and, "besides, it takes less trouble." He himself was a Liberal, or, as we should say, a Broad Churchman, a type which appears to be

the most growing section in the Lutheran Church. The lesson he gave was on the subject of David, as consolidator of the Jewish Kingdom. He made the lesson very real to the pupils by comparing the Jewish King with Otto I., the Egbert of Germany; while the difficulties in the way of union were shown by an allusion to the long struggle which led up to the establishment of the German Empire in 1871. Certain Psalms which had been learnt by heart were utilized to illustrate the lesson. The teacher showed the trend of his opinions by speaking of the Psalms as attributed to David. His method, as he explained afterwards, was prophylactic—to indicate to the upper classes the current forms of attack on Christianity and suggest the common lines of defence.

In modern languages there appear to be three main streams. Many, especially in the *Gymnasium*, hold fast to the ancient Ploetz; others go in for more modern teaching, using books of the type of Hausknecht's "English Student"; and, lastly, there are the Direct Methodists of the extreme type, who are by no means so numerous as one would imagine. Much attention is paid to pronunciation even in the classical schools. A reader is used right from the beginning; but, apparently, in many schools a regular author is not read till after three years—at least, in French. Grammar is much neglected. It is particularly studied in those classes—in the so-called Reform schools, in which French is used as a stepping-stone to Latin. Neglect of French grammar has been found to be a serious hindrance to the acquisition of Latin grammar. In those schools where the direct method is combined with what is good in the old, the pupils seem to make very rapid progress, and their powers of conversation are often very remarkable. In the higher classes the lesson is not infrequently conducted almost exclusively in the foreign tongue: pupils are able to give connected accounts in the foreign medium, and the literatures of France and England are studied in a really critical fashion.

In the lower classes a good deal of poetry is read and analyzed with a view to ensuring that the pupils have understood the grammar and the sense. Pictures, of which the schools often possess a large stock, are brought in to illustrate the persons and places. The poetry is often recited with plenty of spirit. Books without notes are the rule. The attention of the pupil is therefore not incessantly distracted from the poem as a whole by a succession of notes—a very great gain. We in England are suffering from a plethora, not to say plague, of annotated editions. There is hardly a text, classical, French, or English, which is read in school that has not been treated as a sort of grammatical truffle-bed for scholastical swine to uproot. Many of the texts used in the upper classes are also free from these parasitical growths, though there is a good deal more reason for annotated editions in such forms, in which the critical faculty of the pupil is coming to life. The teaching throughout is distinctly literary. Even when such mediæval authors as Walther von der Vogelweide are read the greater part of the time of the class is not spent in root-grubbing or philology, though the latter is not neglected, but in turning the text into modern German and in commenting on its contents. I was present at some excellent lessons on Julius Cæsar, "Wallensteins Tod," and "Emilia Galotti." The pupils had only the bare text, of which, in several instances, they had learnt a certain amount by heart with a view to illustrating the principal characters or characteristics of the play. The greater part of the lesson was occupied in giving a detailed analysis of the play or of different scenes in it, in discussing the why and wherefore of its construction, and in critically examining the characters of the principal personages. When any passages were read they were neither drawled nor gabbled, but given with the proper emphasis and intonation. The weak side of these lessons, as has already been alluded to, is that they are too much dominated by the personality of the teacher.

The German method of teaching history by selecting only the most striking of events of each epoch has certainly an advantage over our wearisome method of teaching the early history of England by reigns. It must be admitted that, to begin with, the Prussian teacher's task is far easier: his history proper only goes back some three hundred years, and Prussia before Frederick the Great was of very minor importance; he has, therefore, a great deal more time for working through a well considered scheme of World history. English history suffers from an "embarras de richesse." We shall have to make jettison of a good deal to bring it really within tractable limits and give proper emphasis to the more important facts. The German boy, thanks to the systematic method adopted, leaves school with a pretty clear *conspectus* of what he has learnt. The English boy's historical knowledge resembles a railway in which some sections are excellently laid, others are left unfinished, or barely laid at all.

The teaching of history in the lower classes in German schools is remarkably sound and thorough of its kind. The pupil has certainly a knack of memorizing the teacher's remarks. The history itself rather reminds one at times of an orange that has too many pips—it is so full of dates. Yet in no subject does the weak side of German education show more clearly. The chief value of history is to form the judgment; yet here the judgment is rather formed by the teacher. The subject is peptonized and prepared by the latter right to the end. In some schools the pupils are never introduced to the original authorities at all. Even their private reading is controlled in such a fashion that the teacher reads into it the desired meaning. The teacher himself, unless he is a good story teller, or possesses the art of exposition, is apt to become openly objective and even annalistic. The philosophical side of history suffers accordingly. In the teaching of no other subject does one see so clearly the advantage of the English system of giving a boy a text-book, and letting him find his way about it. No doubt we err on the side of giving too little aid, but, when successful, we breed a certain independence of thought and the pupil himself learns the difficult art of finding his way about in a book. Apart from these criticisms, we may unreservedly admire the results obtained, which are remarkable of their kind, and we might well copy on a large scale the excellent use made of pictures in teaching history, and the employment of historical atlases, which are often lacking or unutilized in English schools.

The teaching in geography is frequently given by teachers who have been specially trained on modern lines. Many of the teachers have, in fact, studied under a professor of geology. It is interesting to note that Berlin is a bad geological centre, owing to the overwhelmingly sandy nature of the district. Students, therefore, often go for a term to other Universities which are better situated for geological study. While the few lessons one saw were satisfactory, they were no better and scarcely so good as some one had seen in England. In one or two cases sufficient stress was not laid on the intimate connexion between physical and political geography, or, rather, the latter was not logically evolved out of the former. One realized, however, one thing—what an extremely difficult country Germany is to teach on a detailed scale.

All education in its final analysis must stand or fall by the teacher. One cannot help feeling when one considers the German teacher what a thorough professional he is (in the good sense of the word), and how much of the amateur there is about ourselves, due in part to our undue disbelief in method, due also, no doubt, to an unexpressed desire to safeguard the personality of the teacher. The German teacher is pre-eminently a teacher, keenly interested in the current problems of his profession, and penetrated and imbued with the spirit of his calling and profoundly impressed with the dignity of the cloth. Like the German officer, one can hardly imagine what he is like in mufti. He seems to have few or no doubts. All the main articles of his pedagogical faith and religion have been settled for him. He is like a minister fully convinced of the gospel he has to deliver and bothered at most by minor questions of ritual. The truth is, he feels that first principles are largely outside his province. The State has settled his first principles, and he has merely to sit down and apply them. Such a position is, in many ways, a great source of strength; but it has also its weaknesses and its dangers. The strength of the phalanx in the last resort depends on the direction it receives from those who control its movements.

AN examiner sends us the following gem:—

"Les roseaux verts froissant leurs luisantes courroies;
Les angélus lointains dispersés dans les cieux."

—"The green frogs croaking their lightening croaks with angels in the distance scattered about the sky."

THE REFORM METHODS OF MODERN LANGUAGE TEACHING IN ENGLISH SCHOOLS.

By M. P. ANDREWS.

II.

IN the first part of this paper it was advocated that languages should be taught in the following order :—German, Latin, Greek or French ; and, further, that no pupil under ten years of age should be taught a foreign language.

Curriculum (continued).

The fourth and fifth questions, bearing directly on the curriculum, have still to be answered. They are as follows :—(4) What principles are to guide us in apportioning the time among the different languages and classes? (5) At what ages shall the other foreign languages be begun?

The following propositions contain the answer to these two questions :—(1) The longer the time that can be allowed to elapse between the beginning of two new languages the better. (2) The longer the day of specialization can be postponed the better. (3) In the earlier stages a greater number of school hours are required than in the later stages.

It seems perfectly possible to take two years as the interval between the commencement of any two languages, without unduly postponing the choice between Greek and French, which means, of course, the choice between the classical and the modern side.

Our third proposition, in which the term "school hours" means hours spent with the master, as distinct from hours devoted to preparation, is, of course, to a certain extent, true of all subjects, inasmuch as it is well for the beginner to see as soon as possible that there is pleasure to be derived from a further knowledge of the subject, and to realize quickly that he is making progress ; but it is doubly applicable to the purely oral initial stage of reform method teaching, for there the absence of the master means the entire absence of the model, and this involves the impossibility of setting home work.

That the child may devote a fair proportion of his working hours to modern languages, he must, therefore, have more time with the master than he has for those subjects in which it is possible to set home work from the beginning. "But," it may be asked : "Why should the work be purely oral in the initial stage? Are you not sacrificing time to a theory?" The answer is emphatically and distinctly "No!" We are, on the contrary, saving time. Show the child at the outset French or German words, orthographically written, and he will, whenever in difficulties, attempt to pronounce them like English. Prevention is, in this case, as elsewhere, not only easier, but also quicker, than cure. The only work consists of sound-drill, which will be greatly facilitated by the use of phonetic signs, systematic conversational work, the learning by heart of poetry and prose which the teacher recites to the class, the singing of German or French songs, &c.

Not until a thorough mastery of the phonetic signs has been acquired can we safely set home work ; otherwise we run the risk of mispronunciation, though certainly to a less degree than if we use orthographic texts.

Further, as we have at first to dispense with the aid of reading and writing as helps to memory, and trust only to the fleeting impressions produced upon the brain by the sense of hearing, it is obvious that much repetition is necessary, and that this can only be carried out under the supervision of the master ; hence, again, it is necessary for the beginners to spend a comparatively large number of hours with the master.

Again, it may be advanced that good speaking is an enormous help to good writing, and that when the written work begins those who were best at conversational work will, as a rule, be found the best at written work also. We find, of course, striking exceptions in both directions—children whose sound-memory is stronger than their sight-memory, and *vice versa*—but it remains true, nevertheless, that good speakers are, as a rule, good writers. Therefore, during the first year or two, until the child has acquired considerable fluency in speaking, we cannot afford materially to diminish our oral work, and still we have to find time for reading, writing, learning by heart, and the induction of elementary grammar rules. It is a matter of common experience that, once one has a firm grip of an art, comparatively few opportunities of practice serve to keep one at the same pitch of excellence, and that, when our opportunities are only slightly diminished, there is no reason why we should not make actual progress. The same holds true of the art of speaking a foreign language.

We conclude, then, that it is during the first few years that most school hours are necessary, and that the loss of school hours from any particular modern language, as the pupil grows older and his curriculum becomes fuller, will have to be chiefly at the expense of conversational work. The following table shows at a glance the suggested starting points for the different languages in the curriculum of a large secondary school, such as a grammar school :—

LOWER SCHOOL.					
Form B	(8–9) ...	English.			
,, A	(9–10) ...	,,			
UPPER SCHOOL.					
,, I.	(10–11) ...	,,	German.		
,, II.B.	(11–12) ...	,,	,,		
,, II.A.	(12–13) ...	,,	,,	Latin.	
,, III.B.	(13–14) ...	,,	,,	,,	
,, III.A.	(14–15) ...	,,	,,	,,	French or Greek.
,, IV.	(15–16) ...	,,	,,	,,	,,
,, V.	(16–17) ...	,,	,,	,,	,,
,, VI.	(17–18) ...	,,	,,	,,	,,

The following tables will show how the time per week devoted to modern languages in the *Realgymnasien* at Frankfurt-am-Main and at Gera is divided between the different classes. It must be remembered that in a *Realgymnasium* no Greek is taught, but that Latin, French, and English are compulsory.

FRANKFURT.

UPPER SCHOOL.

	VI.	V.	IV.	III.B.	III.A.	II.B.	II.A.	I.B., I.A.	
Ger.	5	4	4	3	3	3	3	3	28
Fr.	6	6	6	4	4	3	3	4	36
Lat.	...	...	...	8	8	6	5	4	31
Eng.	...	...	...	...	...	5	4	3	12

In the Lower School (three classes) many hours are devoted to German.

GERA.

UPPER SCHOOL.

	VI.	V.	IV.	III.B.	III.A.	II.B.	II.A.	I.B., I.A.	
Ger.	5	6	5	4	3	3	3	3	32
Fr.	6	6	6	5	3	3	4	4	37
Lat.	...	...	...	8	7	6	5	5	31
Eng.	...	...	...	...	4	4	3	3	14

In the Lower School (three classes) many hours are devoted to German.

The I.'s are the highest forms, and for most subjects I.A and I.B work together.

Before leaving the question of the curriculum it may not be amiss to refer to a very great difficulty with which many reform method teachers have to contend. In secondary schools which are largely fed by the primary schools we have a constant influx of boys of from twelve to fourteen years of age who have begun neither French, German, nor Latin, but who are, for their age, well advanced in other subjects. Only those teachers who have taught in a school of this type can realize how great a drag on a class these boys are. They understand neither the subject nor the medium of communication. But any one can imagine what a strain it is on a boy to have to begin two new languages at once, to work at double pressure in order to catch up the class in which he has been placed, and at the same time to attend all the other lessons and do the home work necessary for them.

The only satisfactory solution of this difficulty is, where the staff permits of it, to have a shell form in which boys of this type are placed under the charge of a specially qualified master, whose business should be to teach them practically nothing but

the two new languages to be learnt, be they German and Latin or French and Latin, in accordance with the requirements of the curriculum. An occasional lesson in another subject could be sandwiched in to break the monotony of the boys' work, but one or two terms spent in such a form should be sufficient to advance the boy to within reasonable distance of the average language work of the class for which he is intended.

Class Management.

It is, of course, impossible to think of methods of procedure in class as entirely distinct from the plan of the particular lesson to be given; and yet there are not only considerations of a general nature equally applicable to all subjects which lead us to adopt certain practices and forms of discipline in the class-room, but also considerations special to language teaching, which are of a nature to warrant us in assuming that a fairly definite plan of campaign should underlie our conduct of most modern language lessons with junior classes.

The first special consideration of importance is this. Language teaching and, above all, modern language teaching, including the teaching of the mother tongue, depends, in the early stages, chiefly on a successful cultivation of the child's power of imitation. This fact should lead us, then, to a very careful arrangement of our class, both as regards its position as a whole, and also as regards the individuals of which it is formed. Unfortunately, the nature of many class-rooms handicaps us severely in the arrangement of our class as a whole; but it is extremely important for oral work that the master should stand in such a position that the light may fall well upon his mouth. In this connexion it may not be out of place to call attention to the natural temptation to approach too near to the front bench in one's eagerness either to make oneself distinctly heard or to hear more clearly the indistinct pronunciation of a boy on the middle or back bench. If this mistake be made, boys on the front bench, more especially if they are small boys, habitually cease to keep their eyes on the master's mouth, owing to the strain of looking upwards. It is, further, of the utmost importance that each individual in the class should not only be in a good position for hearing, but that he should have a full front view of the teacher's mouth, in order that he may be able to put his lips and jaws in precisely the same position when it is his turn to imitate the sound or sounds made by the teacher. It is, therefore, advisable to have few boys in a row and to arrange the class in the form of a narrow oblong, with its short side facing the teacher.

The same consideration leads us to a careful and fixed arrangement of the individuals in our class. There are, of course, other considerations than the above which influence us in this matter, such as a pupil's power of concentration, his sight and hearing; but it will be found extremely useful to put a boy who has an aptitude for the work in the centre of each bench, with a "duffer" on each side of him and, if there be five in a bench, which is about the highest limit for a good working number, a boy of moderate capacity at each end. These good boys are to be turned to account as assistant masters, and there can be little doubt that they often achieve, in a few seconds, what will cost the master a minute or two. Duffers will learn to imitate them with comparative readiness, partly owing to their proximity, partly owing to a feeling that what can be achieved by a fellow-creature moving in the same plane as themselves can also be achieved by them, and perhaps, be it said with shame, because even masters occasionally show signs of impatience; whereas the boy who has just overcome the difficulty in question has a more present sense of the difficulty and is also lent patience by a certain excusable pride in his own achievement and in being called upon to turn it to good account.

This greater readiness to learn from a fellow-pupil than from the master may be taken as the second consideration which should materially influence our method of procedure with young classes. It should lead us to throw over the traditional plan of calling upon each individual in rotation to answer a question, read, &c. That this method has its good points is obvious. It is useful for work where great rapidity is required, as in conjugation and declension exercises, as it undoubtedly saves time; and for this sort of work there is no reason why it should not occasionally be employed.

It also ensures an equal distribution of questions among the individuals of the class. Still, we ought to be able to secure this end without falling back on the rotation method, and for the pronunciation of sounds, the enunciation of new sentences, and for reading work we require a more scientific method of procedure. We should turn our best pupils to account. They should be put on first to pronounce the new sound, repeat the new sentence, or read the new passage, after the master has given the model in the first instance; and when they have succeeded to his satisfaction a duffer should be called upon at once, before the fleeting sound-impression has become materially weakened by allowing imperfect attempts to intervene, and then the moderate ones follow. The latter may be taken singly if the sound or sentence is very difficult and time permits, or, immediately after the efforts of the duffers, the class may pronounce, enunciate, or read in chorus or in batches. Where the new sound, sentence, or passage is not very difficult, time may be saved by putting on the clever and moderate boys, or even the whole class in chorus first and then taking the weak ones in chorus afterwards. Chorus work is of the utmost value. It gives confidence, and nervous boys who, if put on to perform alone, will do very badly, will often read or speak quite well in chorus. If the class be trained to keep time and to avoid shouting, it is not hard to single out the individuals who are making mistakes. It has been said above that the cultivation of the power to imitate is our first business in the modern language class-room. The strengthening of the memory is of scarcely less importance, and this consideration forces upon us the absolute necessity of constant revision. By no device can revision of oral work, including reading, be carried out so rapidly and effectively as by chorus work.

The plan of turning the good boys, as it were, into assistant masters encourages the backward and moderate pupils to work themselves up to the same standard of excellence, and thus induces a right and healthy form of rivalry, free from the disadvantages of the rivalry which is apt to be engendered by constant place-taking and mark-giving.

It will, perhaps, be urged that the form of rivalry suggested above is insufficient to stimulate many pupils. The answer to this objection is: Try and see. See whether the percentage of loafers is greater than, or even as great as, in a class where place-taking is the stimulus. Suppose the percentage to prove in fact greater: you will then have the satisfaction of knowing exactly which are the selfish ones who only think of themselves and do not mind keeping the class back, and you will then be able to bring persuasion—and, if necessary, punishment—to bear upon them in order to induce them to work for the sake of others and for their own sake. There is a danger under a system of constant mark-giving and place-taking of the master becoming blind as to the real nature of the interest displayed, and there is the still graver danger of encouraging the pupil to work, consciously or unconsciously, for selfish ends. The best means of testing true interest is the removal of all artificial stimulus.

But we have three further points to bear in mind. Frequent mark-giving involves an appreciable loss of class time; the changing of places involves loss of concentration; and the discouragement caused by losing places is detrimental to a concentrated interest in the subject. Before leaving the question of class management, it may not be amiss to urge the importance of insisting that boys should sit with their arms folded. If this be not done, hands are continually wandering up to mouths, and it is no unusual occurrence to find boys attempting to read or pronounce with the chin supported by the hand or with the hand in front of the mouth—a slovenly pronunciation being the natural consequence. When a class is speaking in chorus it is by the position of the boys' mouths that the master can best detect bad pronunciation; so it is obviously necessary that he should be able to see all mouths clearly.

Apparatus.

It is nowadays unnecessary to advocate the use of pictures in the early stages of modern-language teaching; but perhaps some of us are rather apt to be contented with too little in the picture line, and to think ourselves well off when we have Hölzel's "Four Seasons."* Is it not probable that very

* It may not be amiss to call attention to the series of wall-pictures published by Armand Colin et Cie., 5 rue de Mézières, Paris: "Leçons de Choses et de Langage," thirty-two astistically coloured pictures representing the Seasons, Town and Country Life, School, &c. To be had in groups of eight at 6 fr. 50 c. the group.

much translation might be saved by a really extensive collection of pictures ready to hand on the class-room wall? There should be next to no expense involved in making such a collection; illustrated papers, catalogues, &c., would supply the material. It is well to institute a French and German museum to stimulate the boys' interest in these countries and to afford material for conversation lessons. Stamps, coins, picture post-cards, &c., are all capable of being turned to account. Nor need we confine the collection to objects of foreign origin; specimens of common metals, stones, woods, &c., should all prove useful. A clock face, a movable calendar, cards of different colours are all extremely useful, and for phonetic work a diagram of the speaking organs and a supply of penny mirrors can be turned to excellent account.

But, before all and above all, we require blackboard space not only for the master's use, but for the boys to write upon. We cannot find time in preparation hours for all the written work that we should like our boys to do, nor could the time be found to correct it all if it were done; nor can we allow our class, as a whole, to devote the precious hours in school to the writing of exercises. We must, therefore, effect a compromise, and, by a division of labour, crowd in as much written work as possible. Boys should be called upon to write on the board while the lesson is in progress, and a few minutes at the end of the lesson should be devoted to the correction of this board work. Thus a great deal of stuff can be put before the class, in a written form, which might otherwise only be treated orally or even possibly left untouched. Grammar exercises arising out of the reading material and pieces of poetry or prose, learnt by heart at home, can well be treated thus. (For a variety of such exercises, see Walter's "Englisch nach dem Frankfurter Reformplan.")

Correction.

The subject of blackboard work leads on to the question of the correction of written home work. No one will deny that correction is an extremely important part of school work; but we may go further and look upon it as one of the most powerful factors in education, and yet we shall not be exaggerating its value.

Correctors may be divided into two diametrically opposite parties: those who do correct and those who do not. This may appear a somewhat strange division, but it nevertheless describes the two parties pretty fairly. The writer is a non-corrector, and, as the policy which he recommends sounds attractive, he should have no difficulty in gaining adherents. But it may appear somewhat paradoxical to say that one is a non-corrector and in the same breath to urge the vital importance of this part of school work. But the teachers are not the only people at school. The non-correctors want the boys to correct their own mistakes, thereby sharpening their power of observation, increasing their judgment, and cultivating a habit of independent thought. The non-correctors believe that the best corrector is the man who corrects least, a belief which is only a corollary to the wise proposition that "the best teacher is the one who talks least."

The teacher, then, should set a boy or boys to copy the written home-work from their exercise books on to the board while the rest of the class are working with him. When this has been done the teacher should call the attention of the class to the board, and the work should be corrected sentence by sentence, the boys telling the teacher what corrections he must make on the board, at the same time making such alterations in their own books as are necessary. This mistake-hunting increases a boy's power of observation; whereas the plan of returning a boy's book to him corrected and requesting him to rewrite the sentence or copy the corrected word several times actually paralyzes this power. Even where the mistakes have only been underlined in the boy's book, half the work which he can do for himself has been done for him, and a great chance of training his observation is lost.

At the end of each sentence boys who have expressed the same idea in a different form should be given the chance of reading what they have written—a golden opportunity of increasing a boy's sense of proportion, as unnecessary questions about trifling differences should be promptly ruled out of order. Where a typical mistake occurs or a sentence suggests an important discussion, it should be seen that all pens be laid on the desk and that the whole attention of every individual be fixed on the point in question. After the board work has been corrected, the teacher should look at a book here and a book there to see that the work has been honestly attempted, to see that the corrections have been carefully made and that the writing is good. Obviously the lazy and shifty boys will constantly be called upon to show their books and the hard workers seldom. We are thus encouraging boys to work, not for the teacher's praise nor because their work will certainly be seen, but because there is a pleasure in doing the right thing for the sake of the right and because they are proud to be trusted to work for themselves. If a boy has learnt this, he has learnt one of the most important things that school has to teach him. Probably no non-corrector will go so far as to say that work should never be taken in and underlined, or even in part corrected; indeed, it is well to do so from time to time, if only to give the teacher a clearer idea of the general standard and style of work in the class. Occasional examinations, occurring perhaps once a month, will, however, go far to meet this purpose. The form of correction advocated above is not only applicable to exercises, to grammar work, to elementary compositions, and to translations into the foreign language, but also to more advanced compositions and proses; but it must be admitted that in the work of upper classes—where there is a greater divergence of thought and of modes of expression—it is well that the master should go through the written work himself, underlining and making suggestions, more often than in the lower classes.

Another enormous advantage of the above advocated method of correction is that the master has more time for the preparation of his lessons, which obviously contributes to the success of his work; whereas the endless routine of correction hinders him from coming with new thoughts and inspirations to his work. Many objections will doubtless be advanced to this method of correction: one or two may be briefly discussed.

We are sacrificing much class time to corrections, time which is only too much needed for conversation, reading, grammar, &c. This objection may be answered by saying that the quantity done is not the best test of work, that we are raising our correcting work to the level of a powerful educative factor, and that such collective correction itself affords opportunities for the learning of grammar and for conversation; for we are assuming from the outset that the class is conducted in the foreign tongue.

It will be urged that many mistakes must be left uncorrected in the boys' books. Doubtless many are; but will you on that account discard a valuable and not easily replaceable instrument for mind and character training?

Translation.

One last word on the vexed question of translation. The more the use of English is avoided in the earliest stages the less will be the necessity for it later on. We must not be put off by those who laugh at "pantomime." Energy and ingenuity spent in avoiding translation will in the end reap their reward. The average boy will not try very long to guess a riddle if he thinks you will soon tell him the answer. Now, guessing is a very important part of the beginner's work in modern languages; and, if he knows you are going to give him the English, he will wait pretty complacently until he gets it.

Guessing from the context, from intonation, look, gesture, and action, is exactly the process by which those who travel learn a foreign tongue and by which a young child learns his own language. Are we, then, to omit to develop in the child the very power which will make it easy for him to understand a spoken foreign language? Is it not also easier to remember the answer to a riddle when one has guessed it oneself than when one has been told it? One often falls back on translation from lack of forethought? The new words and difficulties of a piece of poetry, for example, which has to be learnt by a class of beginners should be simmering for days beforehand in the teacher's brain, and should be casually introduced one by one into conversation work, so that when the new piece is recited to the class the difficulties have already been conquered.

THE Liverpool Kyrle Society is doing a useful work by distributing flowers to schools, not only for ornamentation, but for botany lessons. Why is there not a Flower Branch of the Society for London?

THE MOTHER TONGUE AND THE FOREIGN TONGUE.

By EMILY MIALL.

SOME years ago, having promised a young son of mine to play a game of cards with him when he had finished his preparation for school, I was puzzled by hearing him mutter, as he played, the absurdly irrelevant remark, repeated over and over again: "If I am driven into exile, I shall go mad." This turned out to be the first sentence in a Bradley exercise which he had just finished. Now why he, an industrious, ambitious boy, of an unusually retentive memory, was not haunted by the Latin, awoke a question which further observation and study have long since answered. Wherever the mother tongue and the foreign tongue, ancient or modern, are closely associated, the mother tongue ousts the foreigner from the mind. Therefore all forms of translation have this unfortunate result, that what haunts the memory is the English. English is familiar and easy; we recall, reason, and imagine in our mother tongue, and, unless special pains are taken by teacher and learner, nine-tenths of this exercise-writing is wasted as far as the foreign language is concerned. A young lady once challenged this statement with: "I can remember the whole of my first Latin exercise." "Well, repeat it then." She racked her brains—not a word came. "But I can tell you this; it was about a little lamb." The mother tongue again!

M. Bué, in his preface to a French primer, expresses his astonishment at the ignorance of French shown by those who had written many exercises, but he fails to understand the real cause, viz., that you cannot learn a language, living or dead, by the use of a *pen* instead of the *organs of speech*, and that, wherever close association of the mother and the foreign tongues takes place, if anything is remembered, it is the English, which does not illustrate the rule and is best forgotten. This holds good also of what is often called "reading." Read a paragraph of Danish or Russian in the original, and then translate it. What is remembered of the Danish or Russian? Nothing. Yet it is easy enough to tell in detail the contents of the paragraph in English. As regards Russian, you may read the paragraph over forty times to one hurried glance at the English before the mother tongue is thrust into a back seat. Here, then, we find part at least of the explanation of the microscopic result of the teaching of languages in many of our secondary schools. For years the mother tongue is in close association with the foreign language. Not only does this prevent the acquisition of a vocabulary, but it sets up a *habit* of translation which must be dropped eventually. As long as the student translates everything heard, said, read, and written, so long is he not only cumbered with a double mental operation, but he fails to express himself as purely and idiomatically in the foreign language as he might have done had he been taught on different lines.

It is difficult to break this habit of translation if it has only been practised a short time, but, persisted in for ten or twelve years, it seems almost hopeless to attempt to cure it except by residence abroad where the adult has to go through the process of imitation which should have accompanied his first introduction to the new tongue. And in this, the acquisition of a language under natural conditions, a child of seven in the fullness of his imitative stage would outdo the adult, not only because of his greater aptitude for picking up sounds, but because he is not troubled with the habit of translation and the habit of wanting to see the words written.

Should a language be studied solely for the enjoyment of literature, we all agree that the full beauty of the original cannot be appreciated until questions of meaning and construction have been thrown aside, until we hear the melody of the words, and can follow the poet or philosopher into his heights of fancy or thought. It is a translation of the spirit, and not of the letter, that is our ultimate goal.

To many the problem how to begin without associating the mother tongue with the foreign tongue may seem perplexing. It is not, if we only consider how a young child learns to speak. He, of course, never translates or sees words written. He learns first to understand by association of sounds with objects and actions, and understands long before he speaks. This is proved by the fact that he uses his small stock of words correctly when he is sufficiently developed to utter them, not asking for a bottle when he wants his hat, &c. By instinctive imitation this understanding leads inevitably to speech, and speech to reading and writing—not inevitably, alas!

If, with due regard to an older child's mental and physical development, this order were observed in teaching a foreign tongue, an immense economy of time would be effected; habits that must be ultimately dropped would not be set up, and years of school-life would be saved for matters of equal, or greater, importance than languages.

Translation is, all the same, a necessary accomplishment in the study of a language. We must learn to translate, and to do it well. It is a splendid exercise. No more inspiring and delightful *class* lesson can be devised than the dissection of a knotty passage in a living or dead language; the pupils contributing from their store of English the exact synonym, turn of phrase, representative idiom, and striving, with the correction and criticism of the master, to reproduce the flavour of the original, its simplicity or majesty, its pathos or humour; in a word, its colour and spirit.

But this is not work for beginners. What the school boy or girl produces—laboriously extracting the mere sense long before his English is sufficient for a true translation—is of little worth. He had better spend the time on mastering English, and on overcoming the early difficulties of pronunciation and vocabulary in the foreign tongue without bringing the two into hostile association in his mind. One translation in class a week, and three lessons without it; one short paragraph carefully interpreted to many pages read aloud without other help than the substitution of a familiar *foreign* word for one that is new; in this way translation may be acquired without forcing on the children a hampering and temporary habit, and, at last, he may fulfil the claims on the translator set forth by Dryden: "A man should be a nice critic in his mother tongue before he attempts to translate a foreign language; he must perfectly understand the foreign tongue and absolutely command his own."

JOTTINGS.

MR. LIONEL TOLLEMACHE, in the *Spectator*, vouches for this authentic blunder of a Radnorshire National-school boy: "These wait all upon Thee, that Thou mayest give them their meat *from New Zealand*."

WE referred last month to the Annual Report of the G.P.D.S. Co. We may add some interesting particulars. The number of schools is 34; of pupils in regular attendance, 7,139. Clapham Modern School has been closed as entailing too heavy a loss. The total expenditure of the company in the thirty-two years it has been in existence is close upon £3,000,000. Blackheath School has this year a total of receipts over expenditure of £1,714, and Carlisle of £1,695. The highest sum expended in salaries is £4,581 at Clapham.

WHILE the Saturday holiday question was under consideration at St. Paul's School French parents were formally debating the *pros* and *cons* of altering the time and the length of the summer holiday in secondary schools. This, it will be remembered, lasts the whole of July and August. A *plébiscite* had, in fact, been instituted by the Minister of Public Instruction, M. Chaumié, who has now published the following results of the inquiry:—Of nearly sixty thousand sets of answers over thirty-four thousand went in favour of dating the two months from July 14, when the National Fête is commemorated. The possibility of prolonging the holiday by adding the remaining days of July (the 15th to the 31st inclusive), without reduction of fees, was negatived by a large majority; nor did the suggested cutting down of the short holiday as compensation prove acceptable. The opinion of the teachers was also taken, and they, as a body, declared for the maintenance of the *status quo*. The Minister has not yet pronounced his decision.

IF this should meet the eye of Mr. Bonar Law.—"Universities and other teaching centres are as important as battleships and big battalions and are in fact essential parts of a modern State's machinery."—Prince of Wales at the Battersea Polytechnic, February 24.

THE GYMNASTIC TEACHERS' INSTITUTE. — The annual display by the members of this Institute will be held in the large hall of the Northampton Institute, Clerkenwell, E.C., on Saturday evening

April 30, commencing at 7.30. The display is a combined display by ladies and gentlemen, and will be of particular interest to heads of schools and teachers interested in physical education, and the exercises shown will include mass exercises, figure marching, Indian club exercises, fancy skipping exercises, fencing, and exercises on the parallel bars, vaulting-horse, vaulting-table, and horizontal bar.

DOGMATIC TEACHING.—"Till the days of the Republic education was altogether in the hands of the clergy, and the Church declared that the Catechism was sufficient education for the laity. Even sacerdotal instruction is not wholly thrown away. I had a cook who could not read or even tell the hour by the clock, but she boiled eggs with perfect accuracy. When asked one day, 'But how do you know when they are ready, *Chacha?*' she answered with a smile, '*Señor*, I boil them by the *Credo*.' She had been taught, like other Mexican village girls, to patter off the Apostles' Creed. She did not know what the words meant, but they just did nicely to boil eggs by."—ANDREW MARSHALL, in *Macmillan's Magazine*.

As bearing on the question of salaries for women teachers, the last report of the Association of University Women Teachers is instructive. For non-resident appointments in public schools £100 is the ruling figure; two receive £300, and only one is as low as £80. The corresponding figure for "resident" is £60, the same both in public and private schools. It must, however, be borne in mind that these candidates have nearly all of them the equivalent of an Honours degree. The Committee add that "applications where low salaries are offered and numerous subjects required" almost equal in number those that have been filled.

THE fifth Annual Examination for the National Diploma in the Science and Practice of Agriculture will be held at the Yorkshire College, Leeds, on May 9 and the following days. Full particulars may be obtained from Sir Ernest Clarke, 13 Hanover Square, W.

PROF. PERRY has printed for private circulation a slight, but racy, address that he delivered at the College Hall, Gordon Square. The kernel of the address is this: When we get the grant of twenty-four millions that Sir N. Lockyer demands for the extension of University teaching—and, monstrous as the claim now seems, we shall get it as soon as the nation awakes to its needs—Oxford and Cambridge will spend their share on the endowment of University professors, but London will devote a large part of it to the building of residential colleges. Let us hope at least that before this millennium comes Prof. Perry will have stirred up some later Lord Rowton or Mr. Peabody to follow on a larger scale the lead of the Misses Browne and provide the means for that corporate life which is so essential for the welfare of the women students in London.

AMONG the spring announcements of the Cambridge University Press we notice "Erasmus on the Aim and Method of Education," edited by Prof. Woodward; and "The English Works of Roger Ascham," edited by Dr. Aldis Wright.

MR. SIEPMANN told the Preparatory-School Masters an amusing story illustrating the pitfalls that the New Method involves. A class were being questioned on a story they had been reading on the murder of Cæsar, in which occurred the sentence: "Il les rassura d'un coup d'œil," and they had answered perfectly in French all the questions put to them by their master. Mr. Siepmann then asked them to translate the sentence into English, and was answered: "He reassured them by a blow in the eye."

GONVILLE AND CAIUS COLLEGE has determined as an experiment to establish for two years a "Lectorship" in French. The Lector will be a graduate of a French University, selected with the help and sanction of the French Minister of Education. He will come into residence at the college in October next as an "advanced student," and will be expected to prosecute some special branch of study or research. As Lector he will have duties analogous to those of a *Lektor* in a German University. He will give lectures on any subject he may choose in his own language, and will conduct at least two carefully planned conversation classes in French. Both lectures and classes will be open to the whole University.

A SHORT generation ago non-professional games and athletics were but as exotics on French soil. The last few years have seen a striking change in this matter, and the feats accomplished by schoolboys and students at displays arranged in connexion with the Paris Exhibition came as a surprise to not a few English and other foreign experts. The development has continued with ever increasing activity, and arrangements are now being made for sending representatives of the "jeunesse sportive" to take part in the physical exercise competitions at St. Louis Exhibition. About half the minimum expenses can be assured from private sources, and it seems well-nigh certain that the remainder will be met by a grant extraordinary of a sum not exceeding £1,200 from the State: it is interesting to note that this sum, if forthcoming, will be provided, not, as might be expected, from the Ministry of Public Instruction—whose treasury has of late been very severely taxed—but from the Ministry of Commerce.

MR. H. V. WEISSE, Head Master of Rugby Lower School and late exhibitioner of Christ Church, Oxford, has been appointed Head Master of the Liverpool Institute, in succession to Mr. W. C. Fletcher, who is now Chief Inspector of Secondary Schools.

THE City Council of Exeter has given an invitation for the holding of the Cambridge University Extension Summer Meeting in the City of Exeter. The Western capital has for long past been closely allied with the Extension movement.

QUITE a galaxy of talent has been secured to give lectures to the foreigners who—it is hoped in large numbers—will attend the London Holiday Course in July and August which has been arranged by the University and the Teachers' Guild.

THE educational work in Poor-Law schools is now transferred to the control and inspection of the Board of Education. The education inspectors of the Local Government Board are now made officers of Whitehall.

THE Head Master of Wellington College, Rev. B. Pollock, has been elected to the Athenæum Club and appointed a Chaplain in Ordinary to the King.

MR. A. F. LEACH, who has made a special study of the history of endowed schools, has recently discovered an allusion made in 1364 to the Kingston-on-Thames Grammar School as a "public school." This proof of even greater antiquity than was suspected may perhaps arouse the burgesses of Kingston to a feeling of greater pride for their Grammar School, which is in danger of being closed for want of a thousand pounds or so.

THE Liverpool Education Committee has issued an instruction to architects that in new schools the accommodation of each class-room is to be limited to fifty children.

MR. G. R. PARKIN is now in New York superintending the first elections to the Rhodes Scholarships in the United States.

MR. SIDNEY SKINNER, of Christ's College, Cambridge, has been appointed Principal of the South-Western Polytechnic, Chelsea.

THE money left to Winchester College by the late Mr. C. W. Holgate, has now been set apart by the Head Master for the establishment of the Holgate Divinity Prizes.

THE Fabian Tract "The London University Act" is a sound and straightforward exposition of the possibilities introduced by the Act of 1903. It should be read by any one who wishes to bring influence to bear upon his Local Education Committee.

THE Board of Education inquiry into the failure of the Carmarthenshire County Council to administer the Education Act opened on the 24th of last month.

THE House of Lords spent nearly an hour and a half—a long period for the peers—upon the second reading of a Bill introducing the metric system of weights and measures into England. The Bill was referred to a Select Committee. It is now a hundred years since the metric system was legalized in France; but still *livres* and *sous* are common enough as shopping terms.

THE Board of Education has won its case against the Corporation of Cardiff. That city will now have to frame a new scheme for the establishment of an Education Committee.

LORD CHELMSFORD announces the opening of the Imperial Service College after Easter. It is a pity his lordship did not take the advice we offered. A school limited to boys whose parents are in the Services is an error.

UNIVERSITIES AND SCHOOLS.

UNIVERSITY COLLEGE, LONDON.

At the annual general meeting of the College the folllowing new members of the Council were elected :—Sir Edward H. Busk, William Wills, A. Cotterell Tupp. The following were elected Fellows of the College :—Graduates in Arts and Laws : Margaret A. Gilliland, M.A. ; Marie A. Lewenz, M.A. Graduates in Science : Florence Buchanan, D.Sc. ; A. K. Coomara-Swamy, D.Sc. ; Samuel Smiles, D.Sc. Graduates in Medicine : Charles Bolton, M.D. ; Joseph Shaw Bolton, M.D. ; F. W. Mott, M.D. The following were elected Life Governors : —" Persons having special claims in consequence of benefits conferred upon or services rendered to the College " : Prof. Osbert Chadwick ; Prof. Sir John Macdonell ; Charles Hawksley, Esq. ; T. W. P. Lawrence, Esq. ; Miss Rosa Morison. " Persons distinguished in public life, or for their services in the cause of education " : Sir Francis Mowatt ; R. K. Gray, Esq. ; J. R. Macdonald, Esq. ; Felix Schuster, Esq. ; P. Bence Trower, Esq.

At the session of Council on March 7 Dr. G. Dawes Hicks was appointed to the Chair of Moral Philosophy ; Dr. E. R. Edwards was appointed Lecturer in Phonetics for a term of three years.

BEDFORD COLLEGE FOR WOMEN.

The College has sent exhibits to the forthcoming St. Louis Exhibition, among which are two charts illustrating the growth of the College from its foundation, in 1849, to the present day. The aim of the founder, in 1849, was " to secure a better and more extended system of female education than any which had previously been accessible," and the result is seen to-day in a University college for women, forming one of the schools of the University of London, with a principal and staff of nineteen recognized teachers and five assistants, a curriculum resulting in 273 lectures per week, and students numbering over 270.

The Trustees of the Gilchrist Educational Trust have made a generous donation to the College Library, for the purchase of classical works of reference and an extension of the library attached to the Training Department for Secondary Teachers.

The Reid Fellowship of Bedford College will be awarded in May to a graduate of the University of London who is also an Associate of Bedford College. The Old Pupils' Scholarship in Science, value £20 for two years, will be awarded in June to a present student of the College. A Reid Entrance Scholarship in Arts, value £31. 10s. for three years, and a Pfeiffer Entrance Scholarship in Science, value £48 for three years, will be awarded on the result of an examination to be held in June next. Particulars can be obtained from the Principal. The Easter term begins April 21. Special courses will be given by Alexander Paine, M.D., on " Bacteriology " (with practical work) ; Percy J. Harding, M.A., on " The History of Geometry " ; and by J. W. Allen, M.A., on " The History of Political Ideas."

UNIVERSITY COLLEGE, BRISTOL.

Miss Hilda M. Wright, Miss Rose M. Casswell, and Miss Jennie Whyte, students in the Secondary Training Department of University College, Bristol, have obtained their Teacher's Diploma from the University of Cambridge. As this department is but recently established, it is satisfactory to know that every student who has presented herself for examination has obtained the Diploma.

OXFORD.

The only assemblage of Masters of Arts which has been at all numerous or (what is really the same thing) controversial since my last letter was the Congregation on March 1, called to deal with the proposal about the examiners in the Honour School of Theology. Your readers will remember that the statute was directed to one point only, namely, to remove the restriction whereby examiners in that School have to be members of Convocation *in Priest's orders*. The only surprise is how it has happened that in a University which for thirty-three years has been by Act of Parliament unsectarian a restriction of the examinership in a Final Honour School not only to one denomination, but to the *ministers* of that denomination, has remained so long unrepealed. The debate was confined, with one exception, to four Doctors of Divinity, two on each side—Dr. Bright and Prof. Sanday supporting the proposal, Prof. Ince and Prof. Lock opposing it. Far the most impressive speech was that of Dr. Bright, who introduced the statute. He went straight to the true issue, which was whether Theology in the Schools should be denominational or not. The work of a University was to advance learning and not creeds ; and the choice before it in Theology was to be a school of learning or only a first-rate training college. Dr. Ince, whose tone was grave and moderate, replied that he did not wish the school to be denominational, but Christian. But this attempt to conciliate Nonconformists could hardly be called happy : if you wish to be undenominational, you don't begin by restricting a University office to Anglican clerics. The Church party had been actively whipped up, and a close division was expected. But the votes were 123 in favour of the statute to 73 against—a substantial majority of 50. At least two more stages remain, and Convocation is always an uncertainty ; but it is, perhaps, on the whole, probable that the statute will pass. The Church has certainly nothing to gain by retaining, or even attempting to retain, a provision which is illogical in theory and inconvenient in practice.

A Survival of Tests.

In regard to the Greek question, the only further step that has been taken is the appointment of two Committees of six—one chosen by the Council and one by the Congregation of the University—" to report to Council on the provisions of a statute for carrying into effect the resolutions " which were passed on February 9. The Committees are admirably chosen, containing as they do the Warden of New College, the Registrar, the Secretary of the Board of Faculties, and at least six men besides who have taken an active part in the agitation, including Mr. Matheson and Mr. Gerrans, who between them know more about schools than anybody in Oxford. The statute is certain to be well and judiciously drafted ; though the smallness of the majority for the resolutions makes it impossible to prophesy confidently the success of this first attempt at so important a change.

The Greek Question.

A small endowment has come recently to the University from an unusual source. A Hindoo, named Pandit Shyámaji Krishnavarmá, formerly a Balliol student, now M.A. and barrister-at-law, has offered £1,000 to the University to found a memorial of Herbert Spencer. The money is to be a fund to pay for an annual lecture, and the person appointed to give it will be called the Herbert Spencer Lecturer. These special lectureships have increased of late, and, as in the case of the Ford Lecture and the Romanes Lecture, have proved both of interest and of value to the University. They bring out local talent, attract men of distinction to Oxford, and give opportunities of stimulus and instruction to students in various subjects which are much appreciated. The proposal was put in the form of a decree, accepting gratefully the offer, and submitting regulations approved by the donor ; and Convocation, of course, passed it unopposed.

H. Spencer Lectureship.

The second award of the Passmore Edwards Scholarship has just been announced : the scholar elected was Mr. R. H. Carr, of Trinity College, who had previously obtained a First Class in the Honour School of English. The candidates in both years are reported to have been very few. The scholarship was an interesting experiment, being given on the results of an examination in English literature in connexion with classics. Notice was taken of this new foundation last year in a leader of the *Times*, but no one seems to have observed that the chief students of English at Oxford are, and have been for many years, the women. Since 1879, when the women's halls were established, they have had an Honour Examination in English, and in the first eighteen years 34 women took Honours, 18 in the First Class. Then the University established the Honour School of English, which has been running for seven years : in those years 60 women have taken Honours, 18 in the First Class ; while the men have won 5 Firsts and 24 lower Honours. Thus the women students of English are twice as numerous as the men, and 30 per cent. of the former obtain First Classes against 20 per cent. of the latter ; yet, because the University refuses to recognize them, they are excluded from competing for a newly founded scholarship expressly aimed at the encouragement of this particular study. These things give food for reflection.

Disabilities of Women.

I mentioned in my last letter a new move of the War Office, of which the aim is to attract a certain number of University men into the Army by the offer of commissions for competition. It is now announced that two steps are in contemplation by the University in view of this offer. A new Delegacy is to be established to select candidates and superintend their instruction ; and a new " Group " is to be introduced into the Final Pass School, whereby candidates for a Pass degree will be enabled to take some of their military subjects in the ordinary course for the B.A. The proposed changes are not very great, but it would be a mistake to underrate their significance. They indicate a new spirit both in the War Office and in the University. The former are creditably desirous of turning over a new leaf, and the University is genuinely anxious, here as elsewhere, to recognize new needs, and to give practical aid in meeting them.

Army Candidates.

Two lectures delivered at the end of the term in Oxford deserve a special word of notice. Prof. Bradley—who has aroused and sustained more interest than any Professor of Poetry since Matthew Arnold—delivered the last of his present series to an audience of about seven hundred people on " Shelley's View of Poetry." It was a lecture of the most helpful sort to students of all degrees, full of careful thought and study, reasoned enthusiasm, and insight—equally removed from vagueness, dogmatism, and the " wonder with a foolish face of praise " which are the common pitfalls for the critics of this poet. The other lecture

Special Lectures.

was given by Dr. Woods, late President of Trinity, and was a most useful and instructive introduction to the forthcoming Oxford Exhibition of Historical Portraits, which will be opened in six weeks' time and is already exciting much interest and anticipation. Oxford is peculiarly rich in these portraits, and several owners of private collections in different parts of the county have also promised their aid. The exhibition will be opened at the beginning of next term.

Obituary.

The death has been announced of the following present or former Oxford men:—Sir John Scott, K.C.M.G., Hon. Fellow of Pembroke College, for some years Judge in the International Court of Appeal for Egypt, and later a member of the Indian Bench, finally Judicial Adviser to the Khedive; the Rev. W. B. Daggan, of Lincoln College, distinguished as an undergraduate, President of the Union, &c., and for the last thirty-three years Vicar of St. Paul's, Oxford; the Rev. Canon Melville, formerly scholar of Brasenose, for the last twenty years Canon of Worcester Cathedral, aged ninety-one; the Rev. F. H. Deane, formerly Fellow of Magdalen College, Rector of South Kilworth, aged eighty-four.

CAMBRIDGE.

The royal visit on March 1 passed off well. The weather was bright, the arrangements were carefully planned, the guests were numerous and distinguished, and Their Majesties were keenly interested. The place of the Chancellor, absent through illness, was effectively filled by the Vice-Chancellor, whose address to the King, in the name of the Senate, was admirably conceived and delivered. The handsome endorsement accorded by His Majesty to the work of the University Association was cordially received, and will doubtless lead to fresh efforts for the better endowment of the University. At the Medical School and the Botanical School advanced students were engaged in experimental work, which was followed with lively curiosity by Queen Alexandra and the Princess Victoria. With the King they made an exhaustive inspection of every part of the new buildings. Altogether the festal proceedings not only marked an accomplished design, but also inaugurated a fresh advance towards still greater things in the future.

The Teachers' Training Syndicate report that, as they have now over sixty students pursuing the various pedagogic courses, it is necessary to procure larger premises for the Day Training College. They have secured a suitable house, and ask the Senate to double the grant of £100 a year which they have hitherto received for their educational work.

By the liberality of the Girdlers' Company, a Lectureship in Economics, in connexion with the newly organized Board for Economics and Politics, is to be established. The stipend is £100 a year, and in the first instance the appointment is for three years.

For the better organization of teaching and research in Anthropology, especially in relation to advanced students, it is proposed to establish a Board of Studies, to include the professors and lecturers on the related subjects. No special examination is contemplated, but the arrangements suggested admit of the granting of certificates of research to students who do work of distinction in any branch of Anthropology.

The controversial subjects of the term have included the question of a sale of land by the University for a girls' school to be erected by the County Council. The plot lay on the outskirts of the Botanic Garden area, and a good price was offered for it; but the botanists strongly objected to the encroachment on their *hinterland*, and in the end the County Council's offer was declined. Another question, still undecided, is the management of the printing and publishing businesses of the University Press. Many think that these, if managed by the University without partners, would bring in larger profits to the general revenue, and would be conducted with greater enterprise. A compromise, by which the partnership of the Messrs. Clay is limited to one of the businesses, is put forward by the Press Syndicate as at least a step in the desired direction. But criticism is still unsatisfied, and it is quite possible that something more revolutionary may be ultimately adopted. The Oxford example is quoted in support of the contention that, with a free hand, the University Press is capable of greater usefulness and of highly profitable extension. The Syndicate is held to be timid, and over-deferent to personal considerations and long tradition. Next term will probably see a warm discussion and a close division on the subject.

Christ's College has made an innovation on Cambridge practice by advertising for a college Lecturer in Theology, in the room of the late Mr. Forbes Robinson. It does not make the holding of Orders a condition, and it is quite possible that a layman may be appointed. Meanwhile, St. John's has made a lay appointment by the election of Mr. J. H. A. Hart to a theological lectureship. Mr. Hart has already a high reputation as a Septuagint scholar.

The following appointments and elections are announced:—R. Quirk (King's) to be Browne Medallist for Greek Ode and Greek Epigram; J. Fraser (Trinity) to be Browne Medallist for Latin Epigram; H. H. Thomas (Sidney) to be Sedgwick Prizeman in Geology; Z. U. Ahmad (Trinity) to be Isaac Newton Student in Astronomy; the Ven. Dr. F. G. Vesey (Trinity) to be member of the Education Committee for Huntingdonshire; W. White (Sidney) to be member of the Education Committee for Parts of Holland, Lincolnshire; E. Cunningham (St. John's), J. C. M. Garnett (Trinity), H. A. Webb (Trinity), and P. W. Wood (Emmanuel) to be Smith's Prizemen in Natural Philosophy; Dr. J. G. Adami and Dr. H. T. Bovey to be Cambridge Delegates to the Jubilee Celebration of the University of Wisconsin in June, 1904; K. J. Freeman (Trinity) to be Powis Medallist for Latin Hexameters; R. Quirk (King's) to be Chancellor's English Medallist; T. I. W. Wilson (King's) to be Porson Prizeman for Greek Iambics; T. E. Ainger (King's), G. H. Clayton (Pembroke), and A. D. Knox (King's) to be Bell Scholars; C. J. T. Sewell (Trinity) to be Abbott Scholar; Prof. W. Ostwald, of Leipzig, to be Doctor of Science *honoris causa*; H. Y. Oldham (King's) to be Reader in Geography for five years; F. Horton (St. John's) to be Allen Student in Experimental Physics; Mr. A. E. Shipley (Christ's), Mr. G. T. Walker and Mr. A. C. Dixon (Trinity), Mr. W. W. Watts (Sidney), and Dr. G. H. F. Nuttall (Christ's) to be Fellows of the Royal Society; F. W. Hasluck and G. Barger to be Fellows of King's College; Dr. J. A. Ewing (King's) to be Rede Lecturer.

WALES.

Prof. Henry Jones's Appeal.

The distinguished Welshman who occupies the Chair of Philosophy at the University of Glasgow, Dr. Henry Jones, has called the attention of Wales to the necessity of remunerating the Welsh college staffs better. It had been stated that he had been driven from Wales by religious persecution. This he denies, stating that his countrymen had been, on the whole, unusually kind to him, considering the opinions he held. The denial may, of course, be accepted, because the Professor is not the man to flee from heresy-hunters, however numerous and noisy (and it is well known that there were many busily yapping at him during his last years at Bangor). The real reason why he left Wales was, he says, because a Scottish University offered him (1) a freer and larger field of activity, (2) better opportunities for educating his children and starting them in life, and (3) a larger salary and a pension in case of retirement from illness or old age. He takes the opportunity of urging upon Welshmen to do all that is possible to remunerate the staffs of their University colleges much better. "If this is not done, the University colleges of Wales will continue to lose such men as Profs. Gray and Matthews, Dobbie and Spencer, and others who might be named, and it is a deadly blow to a college and to the country in which it is placed, to lose its strong men." The appeal is very timely. There is no doubt that the staffs of the University colleges are underpaid, so much so that Welsh professorships and lectureships are looked upon largely as mere stepping-stones to better appointments in England and elsewhere.

In this connexion, it may be mentioned that one of the most glaring cases of underpaid appointments is the Principalship of the largest, and in many ways most successful, University College—Aberystwyth, the salary of which is very considerably below the very moderate ones paid at Bangor and Cardiff. Nor is the evil by any means confined to the University colleges. The staffs of the theological colleges are paid miserable pittances, at which a South Wales collier would turn up his nose in scorn and go on strike. In the sphere of secondary education, salaries, especially those paid to assistant masters and mistresses, are so low that there is a constant exodus from Wales of efficient, well qualified teachers; and in some counties so insufficient is the reward offered for work done in elementary schools that advertisements attract no applicants. At a recent meeting of the Carmarthenshire Education Committee it was reported that two head masterships had been advertised without response, and in reply to an advertisement for eight assistant teachers only two applications had been received. It is high time that Welsh public bodies should realize that, unless they show a more generous appreciation of public service, the cream of Welsh talent will leave Wales, and that those whom they will have to import to take their places are not likely to be as efficient or as self-sacrificing—to say the least—as those whom their cheese-paring policy is driving away.

The "Caractacus" Boom.

Educationists who have a sense of humour have been much amused at the energetic booming of the Welsh historical drama "Caractacus," the work of Mr. Beriah G. Evans, which, as was mentioned in this column in January, was produced by the Abergele County School in December. The performance was so successful that it had to be repeated several times, and from the enthusiastic reports which have been inserted in some of the Welsh papers one might almost believe it would have been easy to arrange for it a run equalling that of "Charley's Aunt" or "The Chinese Honeymoon." The results of producing it have, it is claimed, been nothing short of marvellous, not only "on those who actually took part in the performance, but on the other pupils generally." "Taking up this play has been the best thing to ensure the success of the school of anything we have ever done"—so the Head Master informed the interviewer of the *Welsh Leader*. His pupils were not "materially different from the pupils of any ordinary county school when they first took the play in hand." But now, "just as a new

recruit enters his first campaign a raw lad and comes out a man, so our pupils, many of them, have suddenly sprung up from being mere school-children to the position of brightly intelligent youths and maidens, taking a new view of, and a new interest in, life and their individual responsibilities."

Schoolmasters may wonder why these great benefits have not been derived from school theatricals before this presumably epoch-making production at Abergele. If the performers have not suddenly put off schoolboyish things and blossomed forth into serious, thoughtful citizens, the fault evidently lies in the selection of the pieces to be acted. "Away with the puerile school plays and the disjointed scenes from Shakespeare which have hitherto been the high-water mark of Welsh school histrionic ambition!" says the *Welsh Leader*. Here we have a drama which "teaches those lessons of truth in word and deed, of honesty in purpose and action, of loyalty to kith and kin, of fidelity to trust, of mutual dependence and duty, and of exalted patriotism which go to the building up of the character of the individual and of the nation." 'Wheer's your Wullie Shakespeare noo?' Now that the royal road to the teaching of exalted morality and to the development of strenuous character has been discovered, educationists will doubtless hasten to read the instructions how to produce the drama which are given by the above-mentioned paper. From these it may be learned that, "if a thing is worth doing at all, it is worth doing well"; and other new and startling truths, such as that "it is desirable that, so far as possible, the actor should suit his part" and that in a dress rehearsal "everything should be done precisely as it is intended to be done on the actual first night," may be absorbed.

An Interesting Experiment.

The Carnarvonshire Education Committee have decided to try an experiment which may well be tried in other counties with a thin and scattered population. An application was made to them for a new school at Pistyll, in South Carnarvonshire. The school, if granted, would have been a very small one and it would have been very difficult to attract an efficient teacher to such an out-of-the-way place. They, therefore, decided not to build a school, but, in view of the exposed nature of the district and the difficulties experienced by young children in attending school, resolved to hire conveyances to carry them to the nearest available school. There seems to be no reason why the experiment should not be successful.

The Mandamus that failed.

The attempt of the County Boroughs of Cardiff, Swansea, and Newport and the Urban District of Merthyr Tydfil to compel the Board of Education to approve their schemes, which definitely excluded even the possibility of co-option, failed ignominiously, as was expected, and the promoters look rather foolish. They are now very indignant that the Board of Education, while refusing to publish their schemes, have approved the London scheme, which is drawn up on the same lines, and "that awful Board" is one of the mildest of the expressions they use. Whatever may be thought of the action of the Board as regards London, it must be admitted that the composition of the L.C.C. is very different from that of the recalcitrant South Wales Councils.

Welsh School of Forestry.

It is stated that the Board of Agriculture will make an annual grant of £250 to the Agricultural Department of the University College of North Wales, Bangor, towards the establishment and maintenance of a school of forestry. It is not a large sum; but it will serve as a beginning.

An Unusual Distinction.

Nonconformist divines with American D.D. degrees are as common in Wales as tabby cats, but it is very seldom that a British University confers this distinction upon a Welshman not attached to the Established Church. It is noteworthy, therefore, that the University of Glasgow has decided to award the degree of D.D. to Prof. Hugh Williams, of Bala College. Prof. Williams is one of the most learned men in the Principality, and it is a pity he does not publish more of the results of his researches.

Conferences in Easter Week.

The Welsh County Schools Association and the Guild of Graduates have arranged their meetings for Thursday, April 7, at Aberystwyth. A strenuous effort is being made by the present officers of the Guild to put life and energy into it, and already some results are to be seen.

SCOTLAND.

The Edinburgh University Court has approved the report of a Committee appointed to consider the proposals submitted by the Senatus for the reconstruction of the Arts curriculum on the lines described in this column last month. It was also resolved to send copies of the report to the other University Courts and to ascertain whether they are prepared to appoint representatives to a joint conference on the subject. This is a practically inevitable preliminary to the framing of an Ordinance.

It has now been arranged that the Commemoration at Glasgow University should take place on April 19. The proposed date in June was abandoned as it was thought that the festivities of the occasion would interfere with the Summer Session work. The programme includes a short religious service, an address by Sir W. Ramsay on Joseph Black, the conferring of honorary degrees, and a banquet in the Bute Hall.

The trustees of the late Mr. John Clark, advocate in Aberdeen, have given £4,000 to the University of Aberdeen for the endowment of a Lectureship in Commercial Law, Court Procedure, and the Law of Evidence. The University Court of Edinburgh has also resolved to institute a Lectureship in Administrative Law.

The Glasgow University Court has appointed Mr. Frederick Soddy, M.A., to the recently established Lectureship on Physical Chemistry. Mr. Soddy has won high distinction by the brilliant investigations regarding radio-activity which he has conducted along with Prof. Rutherford, of Montreal, and Sir W. Ramsay; and Glasgow is to be congratulated on having secured the services of so able an investigator.

Mr. R. B. Haldane has given the second course of his Gifford Lectures at St. Andrews, and Prof. Emile Boutroux, of the Sorbonne, has delivered his first series (on "Nature and Mind") at Glasgow. M. Boutroux spoke in French, and, like Mr. Haldane, without notes. Both lecturers are masters of clear discourse, and their lectures attracted large audiences. Prof. Kuno Meyer, as McCallum Celtic Lecturer at Glasgow University, has given a most able and interesting series of lectures on "The Celtic Church of Britain and Ireland." In his last lecture he indicated what is being done for Celtic study in Wales, Ireland, and the Continent, and made a strong appeal for the foundation of a Celtic Chair in Glasgow.

IRELAND.

The Provostship of Trinity College.

After considerable delay the Government have appointed Dr. Anthony Traill, S.F.T.C.D., to the vacant Provostship of Trinity College. Dr. Traill is more known as an active and capable man of affairs than as a scholar. He is a mathematician, and for some years occupied the Chair of Natural Philosophy. He comes from the North of Ireland, and holds strongly Unionist views. He has devoted much time to politics connected with the land question, being an able member of the Landlords' Convention. He also gave valuable help in connexion with the finances of the Irish Episcopal Church. He is a man of much energy and frankness, and may be relied on as an able champion of the interests of Trinity College, and a skilful manager of her affairs. He would be most unlikely to favour any revolutionary changes in the constitution of the College, and, for this reason, the appointment—which has caused some surprise—will probably be popular within the walls. It was also desired to obtain a Provost from the scientific rather than the classical side.

Admission of Women to T.C.D.

The Board of Trinity College have announced, in a semi-private fashion, their scheme for the admission of women to Dublin University. The issue of the King's Letter, received on December 8, 1903, being made public near the end of January, the Irish Association of Women Graduates sent resolutions to the Board expressing their satisfaction with the announcement and hoping that the fullest advantages in teaching would be accorded to women students. In reply, the Board forwarded to the Committee a printed circular containing outlines of their scheme for the admission of women, drawn up as long ago as March 21, 1903, saying that since the issue of the Letters Patent this scheme had come into force and is now law.

The scheme is regarded as a very liberal one, considering the conservative character of Trinity College and the opposition the late Provost and the Board so long maintained against admitting women. All lectures, examinations, and degrees in Arts and in the Medical School are thrown open, and all prizes except fellowship and scholarship, the women students paying the same fees as men students. The privileges of scholarship in T.C.D. include commons, residence, and the Parliamentary vote. It is possible that the opening of scholarships and fellowships to women might contravene some of the statutes, and to introduce any change involving an alteration in the statutes would require legislation, which the authorities would certainly not be willing to undertake. Non-foundation scholarships, however, will be founded for women similar to those formerly existing for the benefit of Roman Catholics—that is, with the same courses as the ordinary scholarships and of equal value, but with differences in the conditions of tenure. The arrangements for the teaching of medical women students will be left to the medical authorities of T.C.D.

The scheme has not yet been officially published, but it has been also submitted to the Central Association of Irish Schoolmistresses, which twelve years ago presented a memorial asking for the opening of Dublin University to women, signed by ten thousand five hundred Irishwomen, and for three years carried on unavailing negotiations with the Board on the subject. Both this Association and that of the Irish Women Graduates have laid resolutions before the Board, expressing satisfaction with the scheme, while letters have also been received from various parts of the country approving it.

Probably as a provision for those who object to mixed classes, or for

(*Continued on page 286.*)

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women's colleges in Dublin which may wish to retain some of the teaching of the women students, a clause is inserted to the effect that, if not less than eight undergraduate women of the same collegiate class desire to be lectured separately outside the College, one of the teaching staff will be appointed to give ordinary lectures in this way.

Special arrangements and structural alterations are being made in Trinity College for the reception of women students in Arts and Medical lectures, and it is hoped that soon an attractive residence hall will be built for those not residing with friends in Dublin.

The Societies and the Board.

What amounts to a small civil war is raging within the walls between the Societies and the Board in regard to the hapless Graduates' Memorial Building. To this building graduates of Dublin University subscribed at the time of the Tercentenary, 1892, in order to form a Union which should serve the double purpose of locating all the College Societies under one roof, and at the same time forming the centre of a Graduates' Union where past and present College men could meet each other. The details were, however, never worked out, and now that, after many difficulties with the Board, the building has been completed, it is found that the intentions of the Board (and probably of the subscribers to the Memorial) conflict with the views of the College Historical Society and the University Philosophical Society, while the building is not very conveniently planned. The Board, while allotting special rooms to these two Societies, wish the Memorial Building, with its library, debating hall, committee-rooms, conversation-rooms, reading-rooms, &c., to be open to all the various College Societies and to all graduates, who by paying a subscription could thus belong to a kind of University club and keep up their connexion with T.C.D. The C.H.S. and the U.P.S. object to the rooms allotted to them, and still more to this throwing open of social privileges to others than their members, and what is practically, in the Union, the founding of a new College social club. Up to the present there has been no common room in T.C.D. or any place where students could meet outside the lecture-rooms. To supply this want the vast majority joined the C.H.S. or the U.P.S., the rooms of which gave these social advantages. These Societies now complain that the proposed conditions will greatly injure their prestige and membership, and they threaten to remove outside the College if they be persisted in. The Board invited the College Societies to form a Committee to lay before them a scheme they all approved. They did so, and asked the Board to give up the entire Memorial Building to the C.H.S. and the U.P.S., the other Societies—the Theological, Experimental, and Biological—being provided with accommodation for their meetings, but no one being able to enjoy the social advantages of the Union unless he became a member of one or other of these two Societies. Two of the other Societies, however, did not agree to this scheme. The Board has not accepted it, and, seeing that it gives no advantages to the subscribers to the Memorial, is wholly different from anything proposed when the subscription was made, and supplies nothing like a Union open to all College men, past and present, their reluctance to concede the demands of the two Societies can hardly be wondered at. If no greater social advantages than at present exist, no common meeting place, be supplied for all T.C.D. men, why should the Memorial Building have been erected at all?

The Irish Equivalent Grant.

The Chief Secretary announced about the middle of March his proposed distribution of the Irish equivalent grant this year, and it was met by a strong protest from all the Irish members against the diversion of a fund to other purposes which in Great Britain is devoted wholly to education. It amounts this year to about £233,000, and out of this sum only £15,000 (given to the training colleges for primary teachers) is to be spent on education. Mr. Wyndham last year tried to justify the diversion of the fund to the carrying out of the Land Act and other purposes, by saying that it could not then be beneficially applied to education. In secondary education the many defects of the Intermediate system make this a plausible excuse, but it cannot be maintained in regard to primary education, which stands in crying need of funds. Mr. Wyndham expressed willingness to modify his proposals for this year's expenditure of the grant, and also gave a promise which, if it can be upheld in the future, is a most important concession—that in future the grant will be expended in agreement with the wishes of the Irish members.

The Treasury and Technical Education.

The other equivalent grant—that connected with technical education—was also the subject of a prolonged debate in the Commons between the Treasury officials and the Irish members without any agreement being come to on a very complicated matter, which each side looks at from a different point of view. The Irish members hold that Ireland is being robbed of over £60,000 a year for technical education by the withdrawal of money the equivalent of which in England goes to technical education. The Treasury maintains that Ireland gets her share of this money, but that it goes to primary and intermediate education. A further question then arises—why is this latter general education so badly provided for in Ireland that the funds

(*Continued on page* 288.)

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of technical education have to be diverted to supply it? The fact remains that without this grant technical education, on which so much of the industrial improvement in Ireland depends, is crippled and starved on a total grant of £55,000 a year. It is known that the Department of Technical Instruction and Mr. Wyndham side with Ireland in the dispute with the Treasury; and the Chief Secretary was, significantly, absent from the House when the subject was debated.

Mr. Dale and Primary Education.

Mr. Dale, the Commissioner sent over for a few months last spring to report on Irish primary education judged in comparison with English, has issued his report. It abundantly proves the need of the funds which have been diverted to railways and river drainage. While the teaching, especially in rural schools, is commended, and it is noted that a much larger proportion of the teachers consists of trained teachers than in England, the report discloses lamentable deficiencies in the entire equipment. The buildings are often miserable, out-of-date, and insanitary, ill ventilated, warmed, and cleaned, and the children have to buy their own books and other necessary things. The multiplication of small schools is condemned, as producing inefficiency—a multiplication due to the desire of every small sect to have denominational schools of its own. It need hardly be added that the complete separation and want of mutual understanding thus produced among the various religious sections is one of the worst evils in Ireland.

School News for this month is unavoidably held over.

PRIZE COMPETITIONS.

The Translation Prize for March is awarded to "Chauvel."

The Extra Prize for March is awarded to "Chrysanthemum."

The winner of the Translation Prize for February is G. Gidley Robinson, Esq., Hill Side, Godalming.

The winner of the Extra Prize for February is Miss Margaret Robertson, Somerville College, Oxford.

Ne me demandez pas ce que fut Mirabeau selon les maximes de la morale, mais ce qu'il fit et quelle puissance il exerça sur les autres hommes. Personne de vous peut-être ne l'a connu; mais si nous consultons les mémoires du temps, si dans ses paroles à demi figées sur le papier nous cherchons à reconnaître l'inspiration primitive, nous voyons un homme audacieux par le caractère autant que par le génie, attaquant avec véhémence lorsqu'il aurait eu peine à se défendre, faisant passer les mépris qu'on lui avait d'abord montrés pour le premier des préjugés qu'il veut détruire; y réussissant à force de hardiesse et de talent, et ressaisissant par l'éloquence l'ascendant sur les passions qu'il cesse de flatter. Ces dons naturels, cette voix tonnante, cette action, tout cela était enseveli dans les livres des rhéteurs; mais tout cela est ressuscité par Mirabeau. Cet homme était né orateur; sa tête énorme, chevelure; sa voix âpre et dure, longtemps traînante avant d'éclater; son débit d'abord lourd, embarrassé, tout, jusqu'à ses défauts, impose et subjugue. Il commence par de lentes et graves paroles, qui excitent une attention mêlée d'anxiété; lui-même il attend sa colère; mais qu'un mot échappe du sein de la tumultueuse assemblée, ou qu'il s'impatiente de sa propre lenteur, tout hors de lui, l'orateur s'élève. Ses paroles jaillissent, énergiques et nouvelles; son improvisation devient pure et correcte, en restant véhémente, hardie, singulière; il méprise, il insulte, il menace. Une sorte d'impunité est acquise à ses paroles comme à ses actions. Il refuse les duels avec insolence, et fait taire les factions du haut de la tribune.

By "CHAUVEL."

Do not ask me what, according to the maxims of the ethical code, Mirabeau was, but ask me what he did and what power he wielded over other men! Perhaps none of you knew him; but, if we consult the memoirs of the time, if in his words, though on paper they lose half their force, we try to trace back to its source his inspiration, we see there a man, in character as in intellect, of supreme audacity, attacking others vehemently even on occasions when self-defence might have proved a difficult task; making the contempt which had at first been shown him appear only as a prejudice—the first prejudice which it is his wish to destroy; in this succeeding by dint of boldness and of talent, and by eloquence winning ascendency over the passions which he now ceases to flatter. These natural gifts, this voice of thunder, this action—it was all entombed in books upon rhetoric; but by Mirabeau it is all brought to life again. The man was a born orator: his enormous head, his shock of hair, his rough and metallic voice speaking in low tones before it burst into stormy accents; his delivery at first

(*Continued on page* 290.)

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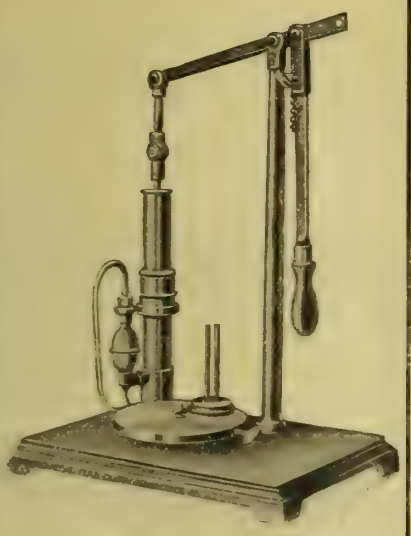
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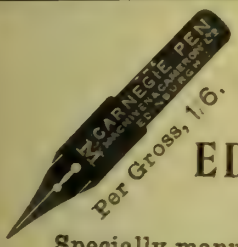
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(*Continued on page* 292.)

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Collum reclinasse, et virenti
Sic temere jacuisse ripa.
Eheu! Serenum quae nebulae tegunt
Repente caelum? Quis sonus imbrium?
Surgamus. Heu semper fugaci
Gaudia praeteritura passu.

By "CHRYSANTHEMUM."

Sweet lyre, of boxwood wrought,
On yon tall poplar shalt thou hang, while smiles
The air and frolic Zephyrus in sport
The listless leaves beguiles.
O'er thee the whispering wind
Shall murmur tenderer greeting; here at ease
Upon this turfy bank to lie reclin'd
My idle mood doth please.
Alas! a sound of showers!
The fair blue sky by sudden clouds o'ercast!
We must be gone! What fleeting joys are ours,
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The Casimir did not produce nearly such good versions as the Gray. "E.H.O.'s" was spoilt by a conceit for which there was no excuse in the original—

"While, like wine, the air laughs";

and "H.W.'s" unrimed version by a feeble line at the end. Even the prize version starts with a cockney rime, and mistranslates *supinas* "upturned." Several made the lyre the daughter of the *flute;* which is absurd, as Euclid says. *Sutilis* must mean "nicely joined, closely compact." The "dying fall" is in Horace's best manner—half playful, half serious—and reminds us of Clough's

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Und bist du erwacht, o traurige Zeit,
Du begrüssest mit Weinen und Sorgen
Den dämmernden Morgen.

Über Nacht, über Nacht kommt still das Glück,
Und bist du erwacht, o selig Geschick,
Der düstere Traum ist zerronnen
Und freudig gewonnen.

Über Nacht, über Nacht kommt Freud und Leid
Und eh' du's gedacht, verlassen dich beid',
Und gehen dem Herrn zu sagen
Wie du sie getragen.

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MUSIC MISTRESS desires a Non-resident Post, for next term, in a High School or a Public School. Eleven years' experience in the Schools of the G.P.D.S.C. Studied at the R.A.M. under the late Fred Westlake and F. Davenport. Subjects: Pianoforte Playing, Harmony and Counterpoint, and Class Singing. Is successful in preparing for the Examinations of the Associated Board, &c. Address—No. 6,175.*

ENGLISH MISTRESS requires Post in Girls' Secondary Day School, London or S.E. Registered. Honours Cambridge Higher Local, French (Paris). Experience: 4 years, Public High School.—M., 339 Brockley Road, S.E.

ART MISTRESS requires Engagement. South Kensington, Ablett. Student from Slade School and Birmingham School of Art. Some English subjects. Experienced. Address—No. 6,180.*

YOUNG LADY—fluent English, German; domesticated; experienced; excellent performer and Teacher of Music, Certificated R.A.M., R.C.M. Senior (Pianoforte, Harmony); junior Violin, Singing; good traveller, walker; prepares successfully all Local Examinations—seeks suitable Post, abroad preferred. Address—No. 6,192.*

KINDERGARTEN MISTRESS seeks Re-engagement in a School for next term. Trained, Certificated, experienced. Good testimonials. Extra subjects: Swedish Drill, elementary Botany, Class Singing, Physiology. Fond of Games. Address—No. 6,179.*

PARISIENNE—Brevet Supérieur and B.A. London (Honours), Teachers' Diploma, Registered, many years' experience—has some time disengaged for Class Teaching or Coaching for Higher Examinations. Address—No. 6,168.*

FRENCH LADY requires Engagement in High School in the South of England, to teach French and German. English experience. Has prepared Pupils for Examinations. Address—No. 6,182.*

LADY desires Post, after Easter, as ASSISTANT MISTRESS in School. Usual English subjects, French, elementary Latin, good Music. Certificated. School experience. Boys preferred. Address—No. 6,186.*

BOYS' GOVERNESS requires Re-engagement, after Easter. Experience in first-class Preparatory School. Music (Senior R.A.M. and R.C.M.). Classics, French, English, Mathematics. Higher Certificate Oxford and Cambridge Board. Excellent testimonials. Address—No. 6,187.*

ASSISTANT MISTRESS requires, after Easter, Re-engagement in Secondary School. Eight years' experience; three years in well known Endowed School, Form Mistress. Special subjects: Mathematics (thoroughly modern methods), Chemistry, Physics, French. Minor subjects: all branches of English. Address—No. 6,188.*

LADY (Honours in Final School Modern History, Oxford; successful Coach in English, French, and German for Local Examinations) will give her services next term in large first-rate School if afforded complete insight into its methods and management. Address—No. 6,189.*

AN experienced Educationalist supplies (gratis) Principals of Schools, Heads of Families with TEACHERS, GOVERNESSES, SECRETARIES, MATRONS, HOUSEKEEPERS, &c. Write or call.—Miss CLARICE TEMPLE, 83 Chester Square, Belgravia, London, S.W.

AS HEAD ENGLISH MISTRESS.—B.A. Advanced Mathematics, Latin, fluent French (Paris), German (Hanover), Music (Piano, Organ), Singing. Three years' excellent reference.—B.A., Hooper's, 13 Regent Street, Pall Mall. Many disengaged. List gratis. Full particulars of requirements will save all unnecessary correspondence.

SECRETARY.—Post required, by Public School Mistress. B.A. Lond. Cambridge Teacher's Diploma. Some Teaching if required. Classics, French, German (both Conversationally), Mathematics.—F., c.o. Bean, 34 Crouch Hill, N.

FRANÇAISE (20 ans, Brevet élémentaire, Certificat fin d'études secondaires, 2½ ans en Allemagne) cherche place pour rentrée Pâques. Lycée, pensionnat, ou famille. Bons appointements.—c.o. M., Greenbatt House, Alnwick.

YOUNG LADY (Certificated) requires Post as ASSISTANT MUSIC MISTRESS in a School or College. Able to teach Piano, Violin, Class Singing. Good references Address—C. F., Portreath, Osney Bridge, Oxford.

AS MATRON. — Highly recommended. Most reliable, trustworthy. Capable manager; excellent Nurse. Good Needlewoman and packer. Very musical (Piano, Organ). Fond of children.—M. M., Hooper's, 13 Regent Street, London. Many others. List gratis, in return for requirements in detail. Established 1880.

AS ART MISTRESS.—Drawing, Freehand, Model, Shading, Cast, Painting from Nature, Still Life. Art Class Teacher's Certificate.—T., Hooper's, 13 Regent Street, Pall Mall. Many disengaged. Introduction given. All applications receive Mrs. Hooper's careful consideration. Established 1880.

PRINCIPAL (Retiring) highly recommends ENGLISH MISTRESS (perfect treasure). Engaged thorough Mrs. Hooper's Agency 5½ years ago. Very successful in preparing for Junior and Senior Cambridge. French, Music, Games. Excellent disciplinarian. — TREASURE, Hooper's, 13 Regent Street, Pall Mall.

AS MUSIC MISTRESS.—L.R.A.M. Piano, Mandoline, Singing. 3 years' excellent reference. £50. — W., Mrs. Hooper's, 13 Regent Street, Pall Mall. (Established 20 years Compton Terrace.) List of disengaged Governesses gratis. Very careful and individual attention given to all applications from Principals.

PRINCIPAL warmly recommends her FRENCH MISTRESS (speaks English). Bright, reliable, energetic, excellent disciplinarian. Able to prepare for Examinations. Drawing, Oil Painting, Calisthenics. Cyclist. Needlework.—DEMOISELLE, Mrs. Hooper's, 13 Regent Street, London. Many excellent Foreign Teachers. List gratis.

GERMAN Lady (Certificated) wishes Engagement, in School or Family, for summer months, on mutual terms. Apply to Frl. F. FRANCKE Herzberg a. Harz, Germany.

* **Replies to these Advertisements should be addressed "*No.*——, *The Journal of Education, 3 Broadway, Ludgate Hill, E.C.*" Each must contain a *loose* stamp to cover postage on to advertiser. *Post Cards* will NOT be sent on.**

THE ASSOCIATION OF UNIVERSITY WOMEN TEACHERS recommends highly qualified

ASSISTANT MISTRESSES

with University distinctions (Degree or equivalent), some with good experience.

Open to Engagements:—

History and English: (1) Hon. School; also Scripture, Geography, French and German (acquired abroad), Drawing, Painting. (2) Hon. School; also French, Latin, Mathematics; *trained.* (3) Hon. School; also German (acquired abroad), French, Geography; *trained.* (4) B.A. Wales; English Hons.; also French, German, Latin, Arithmetic, Drill; *trained.*

Classics: (1) Tripos; also English, Mathematics. (2) B.A. Lond.; also Mathematics, French, Botany, Mechanics, Physiography.

Natural Science: (1) B.Sc. Vict.; Chemistry, Physics, Mathematics, Geography, English, Latin, French, German; *trained.* (2) B.Sc. Vict.; Mathematics, Physics, Chemistry, German, French, Latin.

EXAMINATIONS conducted in PUBLIC AND PRIVATE SCHOOLS in all subjects, by written papers and viva voce, by Examiners of long professional standing and exceptional experience.

Applications to be made to the SEC., 48 Mall Chambers, Kensington, W.

Office Hours:—{WEDNESDAYS / SATURDAYS} 3 TO 5 P.M.

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AS MUSIC and GERMAN MISTRESS.—Bright young German Lady, excellent references. Speaks English, Fluent French. 3 years trained Conservatoire). Piano (Performer and Teacher). Accustomed to advanced Pupils.—MUSICUS, Hooper's, 13 Regent Street. Many others. Interviews daily. Established 1880.

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AS JUNIOR FORM MISTRESS.—Four years' experience in Boys' Schools. English, advanced Arithmetic, Algebra (Oxford Senior), French (France), Drawing, Games. £35.—M. R., Hooper's, 13 Regent Street, Pall Mall. Many others disengaged. List gratis.

TRAINED KINDERGARTEN MISTRESS.—Good Drawing, Painting (Oil or Water), usual English. Five years' excellent reference.—K. G., Hooper's, 13 Regent Street, Pall Mall. Many excellent Teachers disengaged. Head English, Languages, Music, Art. List gratis. Established 1880. Private engaging rooms.

ART NEEDLEWORK MISTRESS (Certificated) wishes Post in School or Technical College. Resident preferred. Plain Needlework and German if required. Address—STEELE-ROBERTS, 24 Upper Woburn Place, London, W.C.

PARISIENNE.—Protestant Lady (Diplôme Supérieur), experienced in Public School Teaching, good disciplinarian, desires Re-engagement. Successful for Examinations. Practical Training in Gouin's Method if desired. Highest testimonials.—PARISIENNE, Sharp's, Queen's Terrace, N.W.

ENGLISH MISTRESS requires Post in Girls' Secondary Day School, near London. Trained, Registered. Nine years' experience. Good disciplinarian. Latin, Mathematics, Physics, German. Very good testimonials.—E., 32 Willshire Road, Brixton.

LATE Head Master warmly recommends a capable, energetic Lady as MATRON-HOUSEKEEPER. Seven years' experience in Public Schools. Used to entire management and thoroughly domesticated.—M., 10 Godliman Street, London, E.C.

AS MATRON or HOUSEKEEPER in School or College.—Recommended by the Vice-Principal of Newnham College, Cambridge. Thoroughly understands duties. Good knowledge of Sick Nursing and Accountant. Church of England. Age 40. Salary £35.—A. B., 8 Buckingham Palace Mansions, S.W

WANTED, by Lady, Post in Boys' School (Preparatory or otherwise). Good experience. Excellent references. Usual subjects, including French, Music. Resident or non-resident. Address—Miss LACEY, 152 St. John's Road, S.E.

MODERN LANGUAGE MISTRESS, eligible for Registration, seeks Re-engagement. Experienced in preparing for Locals (Junior, Senior, Higher). French (France), German (Zürich). Also English, Latin, Greek, Arithmetic, Algebra.—R. M. H., Willing's, Piccadilly.

KINDERGARTEN or PREPARATORY.—Miss Walford, Woodford House School and Kindergarten, Croydon, highly recommends her SECOND KINDERGARTEN MISTRESS. Thoroughly experienced. Higher Certificate N.F.U. (First Class). Disengaged September. Apply—Miss REID, Woodford House School, East Croydon.

EXPERIENCED Certificated MISTRESS requires Non-resident Post. Two years' training. Cambridge Teacher's Diploma, Higher Cambridge Local, London Matriculation. English subjects, Mathematics, Geography, elementary Latin, Swedish Drill, Hand-work.—WHITMARSH, Savile Bank, Halifax.

MISS E. D. ARUNDEL (Mediæval and Modern Languages Tripos, Cambridge; Cambridge Teacher's Certificate; Registered) has time disengaged for Class Teaching or Coaching for Higher Examinations in German, English, and French.—57 Castellain Mansions, Maida Vale, W.

ASSISTANT MISTRESS desires Post in School, near London. Certificated. Special subjects: German (Berlin), French, Latin. Minor subjects: elementary Mathematics, English, Drill, and Music (Juniors). Very energetic in Games. Address—L., 177 Brompton Road, London.

GENTLEMAN (32) desires Situation as CLERK or ASSISTANT CLERK to Education Committee. Over two years' London experience; eight years Clerk to a School Board in Scotland. Episcopalian. Unexceptionable testimonials and references.—No. 27, Keith & Co., 43 George Street, Edinburgh.

A STUDENT (Certificated R.A.M.), studying under a Mus.Bac., desires an Engagement in a School several afternoons during week. Elementary pupils. School experience. Reference. Any district near Acton preferred.—L., 20 Twyford Avenue, Acton Hill.

POSTS VACANT.

Prepaid rate: 30 words, 2s.; each 10 words after, 6d. (Use of Office address, 1s. extra.) For latest time for receiving these announcements see front page.

[**Replies** to advertisements marked * should be sent *under cover* to "The Journal of Education" Office, 3 Broadway, Ludgate Hill, E.C., *in each case accompanied by a loose stamp to cover postage on to advertiser.* Post Cards will *not* be sent on.]

SCHOLASTIC.—EASTER (1904) VACANCIES.—GRADUATES and other English and Foreign Assistant Masters who are seeking appointments in Public or Private Schools should apply (*as soon as possible*) to **Messrs. GRIFFITHS, SMITH, POWELL & SMITH, Tutorial Agents, (Established 1833), 34 Bedford Street, Strand, London, W.C.** Timely notice of vacant appointments will be sent to all candidates.

STUDENTS FOR THE DUKE OF YORK'S ROYAL MILITARY SCHOOL, CHELSEA, AND THE ROYAL HIBERNIAN MILITARY SCHOOL, DUBLIN.—A Competitive Examination for Students at these Institutions will take place in London and Dublin in May next. Candidates must be between 16 and 19 years of age on the 30th April next. Further particulars may be obtained on application in writing (in unstamped letter) to the DIRECTOR OF ARMY SCHOOLS, War Office, 68 Victoria Street, London, S.W., by whom applications will be received not later than 15th April next. Students at these Establishments have the privilege of competing for the appointment of Army Schoolmaster.

COUNTY OF SURREY.

SURREY EDUCATION COMMITTEE.

THE Education Committee of the Surrey County Council have adopted the following scales of salaries for Teachers of all grades in Elementary Schools in the County:—

HEAD MASTERS.*

Class of School.	Average attendance under	Commencing Salary. Consisting of A.—Fixed Initial Basis.	B.—Addition for each Class of School.	C.—Addition for each Year of Approved Service as Head Teacher in County of Surrey.	Increments after each succeeding Year of Approved Service.	Maximum in each Class of School.
I.	40	No Master to be employed in a School of this Class.				
II.	70	£100	£4	£4	£5	£130
III.	100	,,	8	,,	,,	140
IV.	130	,,	12	,,	,,	150
V.	160	,,	24	,,	,,	165
VI.	190	,,	30	,,	,,	180
VII.	220	,,	48	,,	,,	200
VIII.	250	,,	56	,,	,,	225
IX.	280	,,	64	,,	,,	250
X.	310	,,	72	,,	,,	275
XI.	over 310	,,	82	,,	,,	300

HEAD MISTRESSES.*

I.	40	£80	—	£3	£4	£100
II.	70	,,	£4	,,	,,	110
III.	100	,,	8	,,	,,	120
IV.	130	,,	12	,,	,,	130
V.	160	,,	24	,,	,,	140
VI.	190	,,	30	,,	,,	150
VII.	220	,,	48	,,	,,	165
VIII.	250	,,	56	,,	,,	175
IX.	280	,,	64	,,	,,	200
X.	310	,,	72	,,	,,	225
XI.	over 310	,,	80	,,	,,	250

ASSISTANT TEACHERS.

Grade of Teacher.	Maximum Commencing Salary. Men.	Maximum Commencing Salary. Women.	Maximum Salary. Men.	Maximum Salary. Women.	Amount of Increment. Men.	Amount of Increment. Women.
	£	£	£	£	£ s.	£ s.
1. Article 68	—	—	—	50	—	—
2. Articles 50, 51, and 52	65	55	80	70	2 10	2 10
3. Certificated Assistants, 3rd Division	80	70	115	95	2 10	2 10
4. Certificated Assistants, 1st–2nd Division (untrained)	85	75	120	100	4 0	3 0
5. Certificated Assistants (College trained)	90	80	130	110	4 0	3 0

* In making future appointments and promotions of Head Teachers, or in making recommendations in regard to the same to the Managers of Voluntary Schools, the Committee intend to confine themselves to the ranks of Certificated Teachers who are now, or subsequently may be, in the service of the county. Teachers desirous of being placed upon the County Register should send in their applications, enclosing stamped envelopes for form of application, and marked "T." on the outside of the envelope, to H. MACAN, Secretary, St. Ives, Kingston-on-Thames.

TO ASSISTANT MISTRESSSES.

EASTER (1904) VACANCIES.

Messrs. GRIFFITHS, SMITH, POWELL & SMITH, Educational Agents (Estd. 1833), 34 Bedford Street, Strand, and 22 Henrietta Street, Covent Garden, London, W.C., invite immediate applications from well qualified **English and Foreign** Assistant Mistresses for the following appointments:—

Classical Mistress for Church High School in Cape Town. Some Form work. Appointment for 3 years. Salary £80, £90, and £100 resident. Light duties.—No. 183.

Head English Mistress for School on South Coast. English and Latin. Good organizer and disciplinarian. £75 resident.—No. 168.

Mistress for Ablett's Drawing. Some Science and Junior Form work. London High School. £100 non-resident.—No. 954 A.

Governess for Family in Hampshire. 2 pupils. English, French, German, and Music. Experienced teacher. £60 to £80 resident.—No. 065.

Mistress for Gymnastics. Swedish Drill, Dancing. Public Secondary School. 75 Boarders. £70 resident.—No. 967.

Non-resident Mistress for first-class London School. Hours: 9.30 to 4.30. Degree or its equivalent essential. Advanced English and Latin. Botany desirable. Fair salary.—No. 158.

India.—English, French, Ablett's Drawing, Dancing, Drill. £70 resident.—No. 610.

Assistant Mistress for High School. Degree or Inter. Arts necessary. Registered Teacher desired. Mathematics and English. £80 non-resident.—No. 880.

Canada.—HEAD ASSISTANT MISTRESS for Church School. English, Latin, Mathematics, French, and German. Must hold University Certificates. Salary £60 resident. Passage paid.—No. 635.

Form Mistress and Teacher of Cookery for County School. £110 non-resident.—No. 659.

Physics Mistress for School of 120 Pupils, 20 Teachers. Science Degree looked for. Fair salary, resident.—No. 151.

French Mistress for important High School. Parisian desired. 203 Pupils, 11 Teachers. £100 to £130 non-resident.—No. 695.

First-rate **Music Mistress** for large School. Must hold Diploma from R.A.M. or R.C.M., or from German Conservatoire. Salary £60 (or more) resident.—No. 927.

Music Mistress for Piano, Singing, and German. Must have had German Training. £60 resident.—No. 884.

Art Mistress for Girls' Grammar School. S.K. and Ablett's Certificates necessary. £50 resident.—No. 156.

Assistant Mistress for London School. One who has a University Degree preferred. Advanced English chief subject. £50 resident.—No. 892 A.

Piano, Drawing, and Painting. Conversational French desirable. Good salary, resident.—No. 990.

English and some **Science.**—Important Recognized School in Scotland. £50 resident, or £80 non-resident. (Wanted in September.)—No. 038.

Latin, Mathematics, and French for Cambridge Higher Local. Recognized School. £50 resident. Degree preferred.—No. 142.

Mathematics (for Higher Local), History, and Literature. Some Science. First-class London School. £45 resident.—No. 069.

Head English Teacher for Brighton School. Arithmetic, some Science. Fairly good salary (resident) to suitable Mistress.—No. 984.

Two Assistant Mistresses for important School in the North. (1) English, Arithmetic, and Latin or Mathematics. (2) English, Mathematics, French, German, and Drawing. Fair salaries.—Nos. 088 and 089.

Experienced Mistress for School in West of England. One with Degree preferred. Fair salary.—No. 706.

Music Mistress for Seaside School. L.R.A.M. and A.R.C.M. desired. £50 resident.—No. 106.

Music Mistress with German Training preferred. Conversational German desirable. Fair salary.—No. 937.

Assistant Mistress to take charge of a Form, and able to take Science. Age over 25. Salary, £45 resident. Recognized School near London.—No. 974.

Assistant Mistress for Botany, English, Arithmetic, Games, and Needlework. Public High School, Recognized. £45 resident.—No. 008.

Fully qualified **Art Mistress** for large School in the North. South Kensington and Ablett's full Certificates necessary. Fair salary, resident.—No. 873.

Experienced English Mistress as Head Teacher for School in the North. Age under 30. Mathematics essential. £45 resident.—No. 013.

Young Teacher, with Degree, for London School. English, Latin, Mathematics, German. £40 resident.—No. 859.

English, French, and German. Seaside School. £40 resident.—No. 996.

Kindergarten Mistress with good English. Salary £40 resident.—No. 953.

Graduate, for Classics, English, French, and German; also Science. Fair salary, resident.—No. 094.

Junior Mistress for Seaside School. Mathematics and Drawing necessary. £40 resident.—No. 022.

Registered Teacher for good School in well known Watering Place. English and Arithmetic. Fair salary.—No. 011.

Head English Teacher for School in Surrey. Charge of Schoolroom. £40 resident.—No. 061.

Experienced Mistress to take mangement of a School. Must have filled similar position. Salary £40 resident.—No. 934.

Assistant Mistress chiefly for French. Must be able to render some general assistance. Recognized School. Salary £40.—No. 028.

Non-resident Assistant Mistress for Endowed School of 230 pupils. English, Arithmetic, some Music. Experience and good discipline essential. Salary £80 non-resident.—No. 215.

Mistress for Seaside School, for Music, Drawing, and Painting. Also to assist with English. Games necessary. Fair salary, resident.—No. 150.

300 other resident and non-resident vacancies, in Public and Private Schools, for English and Foreign, Senior and Junior, Assistant Mistresses.

70 Student-Governesses also required for superior Schools on mutual terms, namely:—Board, Residence, and Educational advantages in return for services.

A complete List of Vacant Appointments in Public and Private Schools will be sent by **Messrs. GRIFFITHS, SMITH, POWELL & SMITH** to English and Foreign Assistant Mistresses on application.

***N.B.**—Assistant Mistresses, when making application to Messrs. Griffiths, Smith, Powell & Smith for particulars of the above Appointments or for a list of Vacancies, should state the Subjects they would undertake to teach, age, experience, whether they are Graduates (or equivalent) or hold other Certificates, and should also enclose names of referees and copies of Testimonials.*

EGYPTIAN GOVERNMENT SCHOOLS.

TWO ASSISTANT MISTRESSES wanted, to begin work in October, in Sanieh Girls' School, Cairo, under Ministry of Public Instruction. School consists of Primary Classes attended by 200 Girls, mainly Mohammedans, and of Normal Classes with an attendance of some twelve Students. English Head Mistress. Candidates must hold a Diploma in Teaching, have experience as Teachers, be not less than 25 years of age, and have a robust constitution. They should take a special interest in the education of Oriental Girls and also a practical interest in educational work in Elementary Schools and in the Professional Training of Elementary Teachers. Salary £197 per annum (£Eg. 16 per mensem), rising to £246 per annum (£Eg. 20 per mensem), with furnished quarters. Allowance for passage out to Egypt. Summer vacation not less than two months. Teaching hours, on an average, four daily, Fridays only excepted. One of the Teachers wanted will be principally engaged in the Normal Classes; for the other post special training and experience as a Kindergarten Teacher is an essential qualification.

Applications, with full statement of qualifications, and accompanied by copies only of testimonials, must be sent in before May 1, 1904, marked outside "Assistant Mistress," and addressed to the SECRETARY-GENERAL, Ministry of Public Instruction, Cairo, Egypt, to whom Candidates may apply for further information.

EGYPTIAN GOVERNMENT SCHOOLS.

TWO ASSISTANT MASTERS wanted, to begin work in October, in Cairo Secondary Schools, under Ministry of Public Instruction. Masters to teach in English exclusively: one of them Mathematics and Science, and the other principally English. Candidates must be not less than 23 nor over 30 years of age, have a robust constitution, and have taken a University Degree in Honours. They must have had experience as Teachers: preference will be given to applicants who hold a Diploma in Teaching. English Head Master. Over 300 Boys, mainly Mohammedans. Teaching hours, on an average, four daily, Fridays only excepted. Summer vacation not less than two months. Salary £295 per annum (£Eg. 24 per mensem), rising to £393 per annum (£Eg. 32 per mensem). Allowance for passage out to Egypt.

Applications, with full statement of qualifications, and accompanied by copies only of testimonials, must be sent in before May 1, 1904, marked outside "English Masterships," and addressed to the SECRETARY-GENERAL, Ministry of Public Instruction, Cairo, Egypt, to whom Candidates may apply for further information.

ARMY SCHOOLMASTERS.—There are some Vacancies in the Corps of Army Schoolmasters. Civilian Schoolmasters only will be accepted who have passed the Certificate Examination in the First or Second Division, and who hold a Certificate qualifying them to superintend Pupil-Teachers from the Board of Education. Students in Training Colleges will also be accepted, under certain conditions. Candidates must not be over 24 years of age. Accepted candidates will be required to join as soon as convenient. Further particulars can be obtained on application (in writing) to the DIRECTOR OF ARMY SCHOOLS, War Office, 68 Victoria Street, London, S.W.

BECKENHAM PLACE, KENT (within 10 minutes' walk of Beckenham Junction and Beckenham Hill Railway Stations, and only 8½ miles from London).—This commodious Family Mansion, situated in a lovely park, to be LET on Lease. Good stabling; also excellent pleasure grounds and gardens. The premises can be let as a Private Residence or for Scholastic purposes, or, with the adjoining park of about 100 acres, they could be let to a Private Club for Golf or Polo.

For particulars apply to Mr. T. H. BURROUGHES, 37 Lincoln's Inn Fields, London, W.C.

ROYAL SCHOOL, BATH. (FOR OFFICERS' DAUGHTERS.)

(1) A Resident ASSISTANT MISTRESS. Member of the Church of England. Special subjects: Literature, Language, Grammar for Higher and Lower Certificate Classes. Secondary subjects: German and Needlework.

(2) A Resident ASSISTANT MISTRESS. Member of the Church of England. Special subjects: Mathematics, Physical Geography, and Geology for Higher and Lower Certificate Classes. Secondary subjects: Botany and elementary Science.

Applicants for the above Posts should send their testimonials to the LADY PRINCIPAL, Royal School, Bath. Training or experience in teaching is essential.

WANTED, at once, TUTOR, April to June, for Rugby Entrance Examination. Apply—PENDENNIS, Jarrolds' Library, Norwich.

ASSOCIATION OF UNIVERSITY WOMEN TEACHERS. — Teachers with University qualifications (degree or equivalent), requiring posts in Public or Private Schools, are invited to Apply to the Secretary. No commission is charged when work is obtained through the Registry, but *continued* membership is expected. Subscription 5s. per annum. State full particulars in applying to the SECRETARY, 48 Mall Chambers, Kensington, W.

REQUIRED, for Vancouver, British Columbia, two Resident ASSISTANT MISTRESSES for two Schools. Good English, Latin, and elementary Mathematics. Experience essential. Salaries £90 and £80 and passage paid. Apply in writing, stating full particulars of qualifications, experience, age, &c., to Miss GRUNER, 48 Mall Chambers, Kensington, W.

HEAD MISTRESS.—The Council of the Whalley Range High School for Girls is prepared to appoint a HEAD MISTRESS. Applications to be sent in on or before April 9, with not more than four recent testimonials, and stating candidate's age. Further particulars may be had on written application to the SECRETARY, Whalley Range High School, 1 Princess Street, Manchester.

STAMFORD HILL HIGH SCHOOL FOR GIRLS AND KINDERGARTEN, 122 STAMFORD HILL, N. — Classes for Students in preparation for the Cambridge Higher Local and National Froebel Union Examinations. Resident or non-resident.

A COMPETENT ASSISTANT MISTRESS wanted for the Westoe Road Higher Grade School, South Shields, to take charge of a Girls' Class in the first year's Science course. Commencing salary £80 or more, according to qualifications and experience. Application on the printed form, which will be forwarded on receipt of a post-card, must be delivered to the SECRETARY, Education Office, Ocean Road, South Shields, not later than noon of Monday, the 11th April, 1904.

CHURCH OF ENGLAND HOSTEL, MANCHESTER. — Wanted, in September, a Lady of good educational qualifications to superintend a small Hostel for Students attending the Manchester Day Training College, and to give them some Tutorial help. Salary £100 a year with board, lodging, &c. Apply before April 23rd to the Rev. the PRINCIPAL, Training College, Warrington.

ST. CYPRIAN'S HIGH SCHOOL FOR GIRLS, CAPE TOWN.—Wanted, in July, or sooner, if possible, a CLASSICAL MISTRESS. London B.A. preferred. Must be able to take some general Class subjects as well. Good Churchwoman, and some experience in Class teaching essential. Salary £80, £90, and £100 for the first three years. Assistance given towards passage out. Apply—Miss H. BARTLETT, 57 Fellows Road, Hampstead, N.W.

REQUIRED, in September, in a School in the North, a French or Swiss Lady to teach French, German, and Needlework. Good French imperative. Must have experience. Also a JUNIOR ENGLISH MISTRESS. One with some experience in Class teaching preferred. Address — No. 6,162.*

WANTED, STUDENT-GOVERNESS to overlook Music Practice. Age over 20. Preparation for L.R.A.M. in return for services. Address—No. 6,166.*

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LONDON: JOHN MURRAY, ALBEMARLE STREET, W.

DAY SCHOOLS *V.* BOARDING SCHOOLS FOR GIRLS.

THE age of girls' high schools, so many authorities tell us, is passing away—in part has already passed. People are seeking other kinds of educational institutions, and it would seem that fortune favours the modern type of boarding school—no longer the "fashionable" or "finishing" specimen with which we were all so familiar a few years back, but the boarding school which offers an intellectual education similar to that found in the best high schools, combined with a pleasant, healthy, vigorous outside life. Such schools have sprung up all over England. They are quickly filled; they bring success and substantial profits to their owners in most cases, and every day adds to their number. Since, then, we are face to face with a new movement—and practically it is that—in educational matters, and one that promises to be widespread, surely we should do well to pause a little, and ask ourselves seriously this question: Is the boarding-school system the ideal method by which to educate our girls?

As regards the intellectual training given in the modern type of girls' boarding school, I shall say nothing: scarcely any difference exists in this respect between the boarding school and the public school; for, as I have already noted, the "education" proper of the former has been deliberately modelled upon that of the latter. But, having regard to the out-of-school life under the boarding-school system—that part which serves as a substitute for the day pupils' home life—I venture to assert that the above question must be answered, and answered emphatically, in the negative. To my thinking, the boarding school, no matter how well organized, how up-to-date, how "superior" in tone, is one of the worst systems conceivable for the education of girls, and that system under which the child attends school and lives her life at home out of school hours is, with all its drawbacks, infinitely superior, and, indeed, the only system which approaches the ideal. I trust I shall not seem too sweeping in my condemnation of boarding schools; I speak from a somewhat lengthy experience of both day and boarding schools of various kinds, and I shall try to point out what appear to me the crying evils of the latter.

In the first place, however, let us see what advantages are claimed by the supporters of the boarding-school system—and that there are many tangible advantages no one will deny; indeed, one is tempted to think that the boarding school owes its popularity largely to the fact that its results are so extremely tangible, so obvious and visible to the coarsest perceptions, while the more subtle results, or the absence of them, go unmarked.

Our modern boarding school is almost certain to be situated in some beautiful and healthy district—perhaps by the sea, perhaps in the midst of lovely country (think, for example, of Roedean, St. Felix, Southwold, Wycombe Abbey, and a score of other well known names)—so that the pupils have ample opportunity of seeing and enjoying Nature; the school buildings are beautiful, well ordered, healthy; the life of the girl here is an orderly, disciplined existence, full of varied pleasures and interests. Dwelling in a community may call forth many of the most desirable human qualities, such as comradeship, generosity, a sense of law and order. The teachers often declare that girls who come to them from uncultured, unrefined homes leave school, after two or three years, with minds enlarged and cultivated by the constant companionship with fine intellects; the girls, they say, learn the meaning of real work and real play, and acquire a love of beauty in Nature, and, above all, live a thoroughly healthy and vigorous life. Now much of this is undoubtedly true, and I have no desire to withhold from the modern boarding school its due meed of praise; but we may question whether all these "advantages" are not nullified by the fact that they spring from a system radically false and unnatural. Consider again the home life of the day-school girl. It is undoubtedly true that in many cases the disciplined, orderly life carried on in school hours is utterly reversed once the girl is at home again. She may do her lessons when and where the fancy takes her; she hurries over her meals to gain an extra half-hour for work which has been neglected for some home pleasure; she goes to bed late, and possibly gets up at erratic times; she stops in to read a favourite book when, by all the laws of health, she should be taking exercise; and it may be feared that she omits the daily cold bath when exceptionally late for breakfast, unless her mother has time and inclination to keep a sharp eye upon affairs. Contrast this picture—one drawn deliberately in somewhat dark colours—with the best type of boarding-school life. The boarder does her lessons at the fitting times, in a room set apart exclusively for study; she goes to bed in due season and rises early, as is befitting; she is made to take the proper sort of exercise at the proper times; and she rarely foregoes the cold tub. Well, these things are good and valuable adjuncts to life; but they do not compose all life—not even all the life of a schoolgirl. What are the advantages which the perhaps ill-regulated, disorderly, unmethodical life of the day scholar produces? First and foremost, this—the girl is living her out-of-school life in the environment which Nature (and experience has shown that Nature is right) destined for her. With all its shortcomings, her home is, after all, the place which appeals most, and in the right way, to her own nature, which calls forth her love and emotions. In most cases, happily, the home ties are so strong that the faults and failings in the home do little to break the bonds between children and parents—at least, while the former are still young. In her home the schoolgirl is learning to share in home joys and home sorrows, to take upon herself responsibility and thought for others; she is surrounded by those who have a claim upon her, upon whom she has a claim, with whom she can live a free, spontaneous life. All this is lacking, necessarily, in the boarding-school existence. The boarder can know no home life—neither its joys nor troubles—and not only does this deprive her of much present good, but it is most harmful to her future; for the girl who has lived away from home from the age of ten to seventeen cannot feel her home ties very strongly; she is thrown out of touch with home life and home interests, and, indeed, it comes to pass that she regards herself, and is regarded, as a "boarder" in her home when she returns for holidays.

Her daily life misses something—the best part of the home life, and that is the appeal to the emotions (used in the best sense of these words) which is produced by living among those who are bound to one another by affection. The boarder may feel affection for her fellow-boarders, it is true, but the life, as a rule, is too public to allow of very intimate friendships. It is well known that some heads of boarding schools greatly discourage intimate friendships among the girls, and it is impossible that there should be very real affection, as a rule, between teachers and taught. In this connexion, I should like to quote the words of a brilliant and profoundly thoughtful writer of to-day:—"There is a good deal of cant in certain educational circles; there is a certain type of educational writing in which 'love' is altogether too strongly present; a reasonably extensive observation of school-children and school-teachers makes one doubt whether there is ever anything more than a very temperate affection, and a still more temperate admiration, on either side."

If this be true—and I am very much inclined to believe it is—surely we do a great wrong in placing girls for long periods in surroundings which make little demand on their affections and emotions; emotions and affections are plants which require cultivation, and are apt to soon wither in a boarding-school atmosphere. Passing from this subject, let us consider the question of discipline and order in the girl's life; perhaps, some will think that the boarding school has all its own way here, but I venture to doubt it. None can deny that the orderly life of the boarding school is valuable in so far as it trains the girl to good and precise habits, to punctuality, neatness, obedience; but does it not often achieve this at the expense of all spontaneity? Why is it that the boarding-school girl will tell you she "hates walks—they are so dull"? Why is it that she seems without power of enjoyment, accepts things with a certain indifference, and often cannot be provoked into enthusiasm over any topic? (I must make an exception as regards her "games"; that is the theme—and too often the only one—which calls forth all her enthusiasm—not a very desirable state of affairs, it seems.) One cannot but think that it is because she works to order, plays to order, enjoys herself to order, and from morning till night never has one moment of spontaneous work or play. The girl at home has a game when she wants a game, and, even though she be neglecting her lessons for half an hour

thereby, she is gaining more joy and more profit from her unchecked impulses for play than from all the "discipline" in the world. It is well to remember, as Emerson has said, that we may make a fetish of "discipline" and "habits."

I come to a third matter which is, I think, of the greatest importance. The boarding-school existence produces a false and distorted point of view, both in teachers and in girls. An artificial system, as I have already said, which segregates a community of adults and young people of one sex is bound—at least where the sex happens to be feminine—to result disastrously, and its perniciousness shows itself most plainly in the absurd point of view held by the members. The teachers, narrowed and perverted by the cloistered lives they lead, must react, and too often very harmfully, upon the pupils; lessons become the centre of every one's existence, and all the small petty jars and trials of daily life become magnified out of all true proportion. Who does not know the record of quarrels on the staff, quarrels between staff and head, little ill-tempers here or there, morbid "attachments"—for sickly sentimentality is often a substitute for healthy affections in the boarding school—or equally morbid antipathies? Such things may, and do, occur in the day school, but, then, they form only a portion of the girl's environment, and in the outside home life are forgotten and brushed away. True, in the home the atmosphere may not be always serene; the parents may be ill-tempered and unjust and petty, but there still remains the fundamental bond of affection which does not alter, in spite of these things; moreover, the child does not see her parents' actions in the same light as her teachers'. In the boarding school the teachers will be discussed, criticized, dwelt upon, till the whole atmosphere is tainted by petty gossip and personalities.

To deal with a last point—the question of general cultivation and widening of interests, of which functions many of the modern boarding schools so proudly boast. I have no doubt that in a measure they fulfil their boasts, if they refer to purely "intellectual" matters; but are we so sure that these "intellectual interests" are of such great value as their admirers claim? The schoolgirl at home may never read a book, nor look at a picture, nor talk about any but the most commonplace topics; but, nevertheless, she may have her own "interests"—interests in washing up, in going for long country rambles, in cookery, in photography, in a thousand and one such things; and, though I agree with those who aim at true cultivation of the mind, I am disposed to think that the few genuine interests of the girl at home—interests which are really her own—are a good deal more valuable than the spurious ones of the boarding-school girl. In a few cases, of course, the girl gains much from her teachers at boarding school; in the majority of cases she only learns what is the proper thing for her to admire and be "interested in."

I have dealt with a few of the objections which one may fitly raise, to my thinking, against the boarding-school system, and I conclude by summarizing those objections. The boarding school is an institution based on something false and unnatural (for woman was not meant to live alone, either as an individual or as a collection of individuals); it affords a narrow and one-sided manner of life; it is calculated to stunt or warp the affections, to distort the outlook, and prevent a healthy point of view; and, last but most important, it removes the young girl from home influence and throws her out of sympathy with home life and all it implies.

I cannot now enter into the subject of a substitute for boarding schools, but I may suggest a scheme which has already found favour in some countries—a scheme by which girls who must leave home to enable them to go to school are received into families in the school's neighbourhood, and thus enjoy some family life, even though it is not home. The important step, however, to my thinking, is to convert this nation to an anti-boarding-school attitude; the rest will follow in due course.

A. L.

"A MADRASEE" challenges our statement that there is no other examining body in the British Empire so dilatory in publishing the results of examinations as the Society of Arts. The University of Madras goes one better. "The results of the single candidate for the M.A. degree examination in Geology, held in January, were not published till December—a delay of fully eleven months."

CHILDREN'S MOTIVES.

By ALICE M. JACKSON.

IN many books on education one finds a chapter devoted to the motives which are supposed to actuate children, and to which it is thought that teachers may rightly appeal. Under this heading there is generally some discussion of such motives as emulation, fear of punishment, desire to do one's duty. Yet one often feels that some of the motives which count for most in the lives of children—as they do, also, in the case of the "children of a larger growth"—are either passed by with a mere mention or altogether ignored, and that other motives to which appeal is occasionally made are spoken of as though they were the most usual springs of children's actions.

Let us consider, first of all, the desire to do one's duty, about which there appears to be great diversity of opinion. Some writers speak as though this were the only motive which can be called altogether good; and others—in their practice, at any rate—ignore it almost entirely. Some educationalists maintain that "the highest motive of conduct is the sense of duty," and they seem to employ the word "duty" with an almost exclusive reference to those cases in which a moral *struggle* is involved. We do not wish to underrate the value of the sense of duty so interpreted. There are, indeed, cases in which "the path of duty" is the only "way to glory." There are great crises in life from which we should shrink if we did not hear the trumpet-call of the "stern Daughter of the Voice of God"—when it is she alone who enables us to go forward with "the dumb turning of the will and tightening of our heartstrings as we say: 'Yes, I will even have it so.'" But it is surely absurd to suggest that this strenuous struggle is a thing of frequent occurrence in the schoolroom. On reflection we should probably all admit that there are, especially among children, many "glad souls" who obey the voice of Duty without feeling that her commands are in any sense grievous. But the doctrine of original sin has cast so deep a shadow over all that we still talk at times as though we had no belief in the nobility of human nature, and as though all our instincts would tend to make us wander from the path of duty. We need a second Bishop Butler to arise and teach us that there is not only a natural "principle of benevolence" in man, but many another principle which makes him love right and find his pleasure in doing it. Froebel and Herbert Spencer and others have shown us that a natural system of education is a joyous process, and that the normal child takes pleasure in the exercise of his various powers as they develop. "The Spirit of Delight" too rarely visited the class-rooms of olden times, but to-day there are many lovers of little children who entertain him in their schools as an habitual guest.

Not only is it true that the right course of conduct is very often pleasant, but, further, there are many actions which, though they may be called "duties," seem actually to lose their grace and charm if done from a sense of duty. The children of happy homes love their mothers without any consciousness of the fact that they are fulfilling a duty; nor should we wish this to be otherwise. Similarly, in the school-room we often want to appeal to the child's natural love of doing, and it is only in special cases that this needs to be reinforced by the sacred sense of duty.

Although we are not in favour of a very frequent appeal to this motive, yet we would not fall into the reverse mistake of ignoring it altogether and of never giving the children the chance of making a moral effort. After just acknowledging our debt to the followers of Froebel it may seem a little ungracious to say a word against the schools which they have founded. And yet we must confess that there seems to be some truth in the charge often brought against kindergarten teachers—that in their desire to make work pleasant to the children they sometimes give them the impression that life is all play; and this false view is, unfortunately, not confined to the infant schools.

> Get leave to work
> In this world—'tis the best you get at all,

wrote Mrs. Browning; but we are sometimes unwilling that the children should have the pleasure which comes from sheer hard work. There is a sense in which drudgery itself is blessed. Even in the schoolroom the children may "drink delight of battle" as they contend with the difficulties which there present themselves, and the quite young scholar may learn something of the joy which belongs to "him that overcometh."

There is another motive to which more frequent appeal might be made in the schoolroom, and that is the love of excellence. We all of us like doing what we can do well, and it seems quite reasonable that we should sometimes require children to do things which we know they *can* do, simply in order that they may try how *excellently* they can do them. This encourages legitimate pride in good workmanship, and the excellent work done by the best members of the class is a useful stimulus to the more backward pupils. There is no reason why this motive should be allowed to degenerate into pride or self-satisfaction, nor is the feeling that one has realized one's aim in some small matter at all incompatible with the pursuit of an ideal of life as a whole which the wisest and best among us may well know to be unattainable. Browning was probably right when he said

> The aim, if reached or not, makes great the life;

but this fact does not prevent us from appreciating the value of those lesser aims which it is possible to realize as we journey towards the infinitely distant ideal.

To sum up, we would quote Browning once again, and urge that

> Incentives come from the soul's self:
> The rest avail not.

If we had more confidence in the incentives which are to be found in the child's own soul, such as the love of action and the desire for excellence, we should not need to rely, as much as we often do now, on lower motives like the desire for reward and the fear of punishment.

THE INSPECTION OF A PRIVATE SCHOOL.

EVIDENTLY he was an Inspector of Elementary Schools. He took out his note-book and said: "I must ask you some questions," and he jotted down my answers.

"Fifty rooms. Ten used for teaching purposes. Twenty-seven resident pupils. Between the ages of fifteen and nineteen. No day pupils. Five resident mistresses. B.A. and M.A. No gymnasium. No laboratory. Thank you."

"Will you mark on your prospectus the names of professors in weekly attendance?"—This was said somewhat suspiciously, as if he expected to find that the visiting professors formed no actual part of the staff and only figured in print. I marked several of the names.

"Your list of successes?"

"We do not send in for the Local Examinations."

"Indeed!" he exclaimed, taken aback.

"We did about twenty years ago, but I have kept no record of the results."

He began to look very blank.

"The last batch of Senior candidates we did send in all passed, though the proportion of failures among the candidates that year was about 50 per cent."

We moved, and I showed him into a large room fitted with twenty Swedish desks. I felt him glance round the room for the correct adornments of such a place. They were absent. As a matter of fact, our excellent wall maps were hanging elsewhere, but they were passed unnoticed.

I took him into the next room and showed him one of the three large bookcases in which the girls keep all their books, printed and MS. During the preliminary interview, he had asked for some of their written work, and I had offered to show him the books of a certain girl whose work was fairly representative. This pupil's books were on the shelves, and I suggested that he should examine them.

He evidently thought he smelt a rat, and said: "No, I prefer to look at *these*."

"These" happened to be a very fair set. I was curious to see what he would look at. Among the books were several on literature, art, music, history, and geography. We do not use "text-books." Among the written works were notes and essays on the history of literature, on the lives and some works of Carlyle and Ruskin, on English painters of the eighteenth century, on musical composers, and a year's work on Dante's "Divine Comedy." There was good written work in French and German, both on the language and on the literature.

At none of these did he look. He took up the arithmetic, at which this girl of sixteen was good, and pored over it a little. He turned over some more papers in her portfolio, and his face suddenly lighted up. It was a paper pattern and diagram of an under-garment he held in his hand.

"I have some experience of this sort of thing," he said.

The books were returned to the shelves and another set taken out. As luck, or ill luck, would have it, he fell on a typical case of a girl of seventeen hitherto educated at home. He was looking at her dictation book. I glanced over his shoulders and read: "An embarased pedler met a harased cobler, gajeing the simitry of a lady's ankle with unparaleled egstacy."

Next bookcase. His hands hovered over the contents. This time they were the books of a clever girl of seventeen who had come to us after some years at a well known public day school, to continue her studies in music, languages, and literature (not mathematics or science). A few leaves were turned over without comment and the books quickly replaced.

I then took him to the studio, where a class happened to be at work. They were painting a still-life study—a ginger jar and cherries. He walked round, note-book in hand; eyed with evident appreciation some Indian clubs; and said: "May I look at some finished drawings?"

It was early in the term, but there were some excellent attempts at out-door work in water colours, crude but promising. There was also one copy of a group of models done in preparation for the Board of Education Examination. The original work was thrown aside, but the study of models seemed to fascinate him.

"You tell me some of the pupils have been in for this examination," he said.

"Five passed out of seven last year," I replied.

He made a little note. We returned to the drawing-room and sat down. He evidently felt that the school ought not to be recognized.

I hazarded the remark: "It must be most interesting to go about the country inspecting schools?"

He gave a dubious assent, and muttered something about "no fewer than five hundred of these schools to deal with between here and Markminster."

It was my turn to be dismayed. "Five hundred schools *such as this*," and in one small section of England! The man must have about as much knowledge of his subject as a village draper would have of the Liverpool Cotton Market.

"You will send me the time-table *in the form I wish?*" he said, rising to leave.

I had shown him our very comprehensive time-table, which each term fills a large note-book, with its detailed arrangements for forty hours' work in each week for each pupil. This he wished reduced to a small tabular form, which it took me some hours to contrive.

He did not offer to converse in French or German with the girls, or express any wish to hear them play or sing. I felt he was irritated at having to come to any sort of conclusion about the state of educational efficiency here without his inevitable "list of successes." He was evidently quite unaware of his unfitness for his task; so, although I could have said much, I held my peace.

Goaded at last to desperation by my own feelings, I said, in answer to an observation he had made, or rather to some dictum he had pronounced: "The result would be that parents would send their girls abroad to escape it." To which he retorted, none too civilly: "They would have to work *then*."

Would they? Little he knows. Moreover, they do work here—work hard and successfully.

A few weeks later I received a communication from the Board of Education to the effect that they could not consider this a "school." It appeared to them to be more of a place for education in certain subjects. They would recognize it for three years, but they could not renew the recognition unless it conformed with their requirements. As I am not at all dependent on recognition, or indeed anxious for it, the matter will rest as it is. I had sought it as a matter of courtesy to the powers that be.

I felt like an old missionary who has spent his life among the natives, and is visited and reported on by a young bishop straight from England. B.

REVIEWS.

Contemporary Psychology. By GUIDO VILLA, Lecturer on Philosophy in the University of Rome. Revised by the Author and Translated, with his permission, by HAROLD MANACORDA, *Attaché* to the Italian Embassy in Paris. (Price 10s. 6d. net. Swan Sonnenschein.)

Signor Guido Villa writes with that fullness of heart which characterizes the Italian scientist. The Italian psychologist to-day is very much alive. He is in this interesting position—that his ears are open to everything that is going on abroad, whilst he is, to a comparatively slight extent, distracted by the psychological work going on in his own country. For, though it would be unjust to speak of Italian psychologists in certain branches—particularly in abnormal psychology—with anything but the highest respect, yet on the highways of the subject other countries have more prominent exponents of psychology than has Italy. Signor Villa himself admits as much. He says: "Although Italy is not so advanced as other nations in psychological studies, it is but just to say that these have always been more or less cultivated in this country, and within the last few years have received an impulse which promises well for the future."

Amongst others, Signor Villa mentions Carlo Cattaneo (1801–1869) as having especially brought into prominence the necessity of the study of social and of historical consciousness in lectures given between 1859 and 1863. To this study he gave the name of "The Psychology of Associated Minds." Others following the "positivist" view of the subject—tracing back their original bases to Locke, the English Associationist School, and the French Sensationalist School—are Pietro Siciliani, Andrea Angiulli, Roberto Ardigò; amongst experimental psychologists Giuseppe Sergi and Tito Vignoli, the latter of whom is an acknowledged authority on animal intelligence. Italian anthropologists and alienists rank high. There are Enrico Morselli, who founded the *Rivista di Filosofia scientifica;* S. de Sanctis, well known for his work on dreams; I Sogni (1899); and Angelo Mosso, of Turin, who is known far beyond Italy for his works on "Fear," "Fatigue," and "The Temperature of the Brain."

But what is generally recognized as the most original Italian psychology is the branch of criminal anthropology and sociology. This includes such writers as Cesare Lombroso, Ferri, Sighele, Garofolo. The leading names given by Signor Villa in the subject of child psychology are Colozza, Vitali, Paolo Lombroso, De Sanctis. The Italian psychology is thus prevailingly "positive," though there are metaphysical writers such as Prof. Bonatelli, at Padua; and men of critical insight and learning, such as Prof. Tocco, at Florence, and Prof. Chiappelli, at Naples.

Signor Villa does not mention the influence of the study of law on psychological studies; but there can be little doubt that pedagogical psychology in Italy is being strongly affected by legal conceptions. For instance, Prof. Valdarnini, of Bologna, in a most stimulative essay on "L'Arte educativa e l'Arte politica," has used to good purpose the views of Filangieri in his "Scienza della Legislazione." Indeed, it is in the applications of psychology to social sciences that we recognize the real strength of Italian psychology. It is, therefore, of high omen for education as a social science that the Italians are at work in this direction.

If, then, the Italian psychologists are strong in applied psychology and relatively weak in original work—in what for distinction we will call pure psychology—this very fact gives an Italian writer on contemporary psychology a more impartial position. Nor is Signor Villa enchained by the prominence at present of the experimental psychologists either in Italy or elsewhere. His position is: We have already rejected the opinion held by many psychologists that the only explanation of the mental processes is to be found in physiological causes. The aim of psychology, therefore, if it is to be a real science, consists in finding an explanation of mental facts in the mental world itself, considering their evolution, their concentration, and their connexion.

Given this point of view, Signor Villa deals impartially in his criticism of the English School of Associationism, grounded on the assumption that the mind reproduces the sequence of external phenomena, and with the German School, that explains the formation and connexion of mental processes by means of an "unconscious 'synthesis.'" Both schools are allied in their basis of intellectualism. They look at the mind from what may be termed a statical point of view. Signor Villa finds in Scohpenhauer the beginning of a new era in psychology—the era of "volitionism" as opposed to "intellectualism." This he regards as "the most satisfactory result of contemporary psychology." It is this which marks the conclusive separation of psychology from the natural sciences.

Signor Villa awards a high place to the psychologists Bain and Fechner. Bain he considers important from his contributions to the descriptive side of mental processes, and Fechner for opening up the experimental method. It is worth noting that, though Signor Villa signals out Bain for special commendation, he is not unmindful of James Ward, whose article in Vol. XX. of the "Encyclopædia Britannica" he refers to as "one of the most important modern treatises on psychology." Surely Prof. Ward is unique in having had such a profound influence on the study of the subject whilst his treatise has never been presented as a separate publication. Probably Signor Villa is right in including Bain as the most representative English recent psychologist; but he can hardly be said at the present moment to occupy the place in English study of psychology which he once occupied.

Signor Villa divides the history of modern scientific psychology as follows:—(1) The period of descriptive empirical psychology, which tended for some time and in some directions to lead to an identification of psychology and physiology. But then came the development of the study of history, philosophy, sociology, political economy, and with them a psychology of peoples marked historically by the publication of the "Life of the Soul" by Lazarus. (2) The period in which psychology achieved freedom from philosophical prejudices—such as those of positivism, in G. H. Lewis, and a naturalistic bias—and gains the impulse not only to describe, but also to explain, mental phenomena. Signor Villa holds that psychology and philosophy now "lead us to the monistic concept of a grand unity embracing the two series of physical and mental phenomena, but without sacrificing either of the two." In other words, "The spiritual world exists by itself as a psychical reality, as positive and real as any material reality. Ideas, feelings, acts of willing, and even the simplest questions are all *sui generis*, and cannot be compared with physical phenomena."

Such is the upshot and spirit of Signor Villa's important book; but a short account can give no adequate idea of the erudition and learning embodied in it. It is emphatically a matterful book. It begins with a summary of the historical development of psychology since the seventeenth century. It then continues the historical and comparative method of treatment in a comprehensive and masterly manner, with a European outlook, on the following topics:—(1) Object and Scope of Psychology; (2) Mind and Body; (3) The Methods of Psychology; (4) Psychical Functions; (5) The Composition and Development of Mental Life; (6) Consciousness; (7) The Laws of Psychology.

In short, Signor Villa's treatise is most valuable, and appears most opportunely in English. English students of psychology are all too little in touch with the views of schools differing from their own. We are accustomed to recognize the vast strides made by each of the exact sciences. But the translation of Signor Villa's work will make the English students of psychology familiar with the marvellous amount of productive work done in this subject. Hearty thanks are due to Prof. Muirhead and the publishers for the inclusion of the translation of this learned book in their "Library of Philosophy." Thanks are due not only from the students of psychology, but also from students of education; for the student of education will read much between the lines which will raise suggestions and problems which concern him along with the specialists in psychology.

An Epoch in Irish History: Trinity College, Dublin, its Foundation and Early Fortunes, 1591–1660. By JOHN PENTLAND MAHAFFY, D.D. (Fisher Unwin.)

Like all the writings of Dr. Mahaffy, this book is extremely interesting and bright in style, and, like all his utterances on Irish present-day affairs, it reveals his strong leaning to the Protestant and Anglo-Irish side (with a stress on "Anglo"), and his deep love of thorough scholarship and of the University of which he is one of the ablest and most versatile members.

He claims that his book, the latest of several histories of the College, differs from them in giving a fuller account of the conditions and events out of which it grew and by which it was moulded and coloured, and also that he has treated the burning questions involved fairly and without favour, while not concealing his own views. Neither of these claims proves perhaps as serious as he makes them appear in his introduction. After his brilliant first chapter, in which he sketches, with many erudite references, the social state of Ireland in 1592, when Trinity College was founded, his account of events and conditions, 1592–1660, is meagre, and, perhaps rightly enough, confined to those which directly affected the College. Again, while Dr. Mahaffy, in common with every historian of any ability and sincerity, condemns much in the English administration, his account is striking evidence of how almost impossible it is for men of his political standpoint to see the Roman Catholic and Irish side with sympathy, or even with common justice. The sickening barbarities with which the Elizabethan revolts were stamped out he declares to have been necessary—the injustice, as foolish as it was infamous, of the plantations of the sixteenth and seventeenth centuries is not even alluded to. James I. he holds to have been a ruler with a profound and enlightened policy. He aimed at effecting that excellent blend of the English and Irish races from which have come all the able and gifted men who have done credit to Ireland. Hence his plantation system. While heartily agreeing that the ablest Irishmen have been almost wholly of this mixed stock, we must consider it a curious method of uniting the two races to endeavour wholly to extirpate, or, failing that, to rob and degrade, one of them, with every kind of injustice and cruelty, and to create between the two a hatred and misunderstanding almost impossible even to-day to assuage. In the same way the blameless efforts of the Roman Catholic Church to keep alive the religion in Ireland in the midst of persecution are "Popish intrigues"; and the rebellion of 1641, the inevitable result of a century of land confiscation and religious and military cruelty, is spoken of as an outbreak of barbarism and massacre, without a word as to its causes.

Nothing but praise can be given to the interesting history Dr. Mahaffy produces from the very scanty records extant of early years of the College. Its foundation was deeply influenced by the political situation—the fact that Elizabeth could never come to terms with Catholicism, seeing that the Roman Church regarded her as illegitimate and hence a usurper, and the consequent perpetual intrigues carried on against her rule and against Protestantism first by the Scottish Queen (the rightful sovereign in the eyes of Catholics), and then by Spain. Trinity College was founded to be a bulwark against these enemies in a weak spot in the kingdom, and the first Provosts (all from England) and Fellows were men strongly Protestant and almost Puritan.

With the Church policy then usual in England, wide opportunities were given to "natives" (*i.e.*, those only able to speak Irish) and Catholics to enter the College, provided they would outwardly conform. Very few, however, seem to have done so. Dr. Mahaffy thinks he has detected a vast Jesuit conspiracy and propaganda in Ireland about the time that the College was founded, which was the cause of the College's failing to attract Catholic students. Without this Jesuit mission, he thinks, it would have succeeded and done much to convert the country to Protestantism. The laity, left to themselves, would have sent their sons to Trinity College. The same thing, he adds, is going on at the present day. We must confess we see little evidence of any such definite conspiracy, and Dr. Mahaffy's account of the visit of some Jesuits to Ireland at the end of the sixteenth century has, since the publication of this book, been controverted by a learned Jesuit writer, who points out that it is inaccurate as regards dates and in many ways.

The vitality of the University amidst so many storms, social and political, amidst poverty (for it had almost no endowment at first), the abstention of the great bulk of the population, and often inefficiency within the walls, has been extraordinary. Dr. Mahaffy points out that much of its vitality is due to the strong Puritan element, which also gave the Low Church tone that Irish Protestantism has ever had, and still has; while the practice of bringing over men from Cambridge set from the first a high standard of education. One indeed wonders on reading of every student studying advanced Latin, Greek, and Hebrew, of all the teaching being given in Latin, of the disputations that followed every lecture and the debates in which the students of logic had to contend, whether the ancient scholarship was not a finer training than the modern. Extremely interesting also is the tracing out of the gradual formation of the very oligarchical constitution of the College which now is so much a hindrance to progress. With some drawbacks, Dr. Mahaffy's book is both instructive and interesting—at least, to all Irish people.

"Representative English Comedies." With Introductory Essays and Notes. An Historical View of our Earlier Comedy, &c. By various writers. Under the general editorship of CHARLES MILLS GAYLEY, Litt.D., LL.D. *From the Beginnings to Shakespeare.* (8 × 5¾ in., pp. xcii, 686; price 6s. net. Macmillan.)

Dr. Gayley is Professor of English in the University of California, and this handsome, scholarly, and most interesting volume—of which he and his fellow-workers may well be proud, and for which all lovers of English dramatic literature should be grateful—is the first of a series which, when completed, will set before us "the development of a literary type in a selection of its representative specimens, arranged in the order of their production and accompanied by critical and historical studies." It will differ from ordinary histories of the drama in restricting itself to comedy and in presenting us with a concrete exposition of a literary growth by reproducing the material necessary for the formation of a sound judgment thereon. It also will differ from editions of individual plays and dramatists in its attempt to link together its texts by a running commentary upon the characteristics of the species under consideration as they successively appear. It will, in the words of the preface, provide us with "an illustrated, if not certified, history of English comedy." If the other volumes keep up to the high general level attained in the one before us, the series as a whole will form a work with which no scholar of English literature will willingly dispense.

Having said this much—and we say it deliberately—we think our readers will be more grateful to us for a plain statement of what this volume actually contains than they would be for any general or detailed criticisms we might care to offer with regard to parts of its contents. The volume opens with a long and well informed essay by the general editor—eighty pages of somewhat small type—entitled "An Historical View of the Beginnings of English Comedy." It is, perhaps, somewhat closely packed, but is sound, scholarly, and very interesting. Possibly, here and there some of us may find views with which we do not entirely at once agree; but, taken as a whole, this "historical view" will be acceptable to all, and is certainly an excellent piece of work, especially in the section which deals with the common misconceptions with regard to the *rôles* of the "Devil" and the "Vice" in the miracle plays, and in the sections which follow. The authors and their plays and the editors who deal with them are as follows:—(1) John Heywood, "The Play of the Wether" and "A Mery Play"—Alfred W. Pollard; (2) Nicholas Udall, "Roister Doister"—Ewald Flügel (of Stanford University); (3) William Stevenson, "Gammer Gurton's Nedle"—Henry Bradley; (4) John Lyly, "Alexander and Campaspe"—George P. Baker (of Harvard University); (5) George Peele, "The Old Wives' Tale"—F. B. Gunmere (of Haverford College); (6) "Greene's place in Comedy"—G. E. Woodbury (of Columbia University); (7) Robert Greene, "The Honourable Historie of Frier Bacon"—Dr. Gayley; (8) Henry Porter, "The Two Angry Women of Abington"—Dr. Gayley; and (9) "Shakespeare as a Comic Dramatist"—Edward Dowden. The volume closes with a full and careful index. In each case a play is preceded by a prefatory essay, critical, and, as a rule, providing an outline of the dramatist's life and a concise account of his contribution to comedy, and is followed, in most cases, by an appendix containing notes and other explanatory matters. Here and there—as the list given above indicates—monographs are inserted to make evident the historical continuity of the whole and to deal with minor dramatists. The texts of the comedies are faithful reprints of the best originals—where possible, those published during the lives of the authors—with spelling and language preserved as they were, and only such changes in punctuation and forms of letters as are of general convenience. And here we may add another quotation from the preface: "While the various contributors

to the enterprise have exercised their individual preferences in matters of literary treatment, judgment, and style, . . . general editor has attempted to secure the requisite degree of uniformity by requesting each to conform, so far as his taste and historical conscience might permit, to a common, but not rigid, outline of method previously prepared." In this we think that, in the main, he has been successful, and that his volume has thereby gained something in the way of continuity and scientific value. But the gain will be still greater if in his future volumes he is somewhat more liberal with the insertion of short "occasional monographs" designed solely with this special purpose—the preservation of continuity in the work as a whole. The general reader needs more help in this respect than the volume provides, though it is intended for the general reader as well as the particular student.

The prefatory essays, which are admirable in every way, and the texts of the plays are printed in good, clear type, and the volume is neatly and strongly bound. We shall look forward with keen interest to the other volumes which we are promised. Meanwhile we heartily thank Dr. Gayley and his fellow-workers for the real help and pleasure which they have provided for us.

"Semitic Series."—*The Early History of Syria and Palestine.* By L. B. PATON, Ph.D. (Price 5s. net. Nimmo.)

Dr. Paton's contribution to the admirable "Semitic Series," edited by Prof. Craig, of Michigan, forms one of the most fascinating books that have recently appeared in the voluminous literature dealing with the ancient Orient. Here, for the first time, we have set forth within the pages of a simple volume, in orderly sequence and historical perspective, the story of the ancient peoples who appeared in Syria and Palestine—their migrations, political, social, and religious development—and the rise and fall of the national systems to which they successively gave rise, as revealed by modern archæological discovery and research. The mass of facts and data handled is enormous. This is made particularly apparent in the most useful and carefully compiled index, which fills twenty closely printed pages.

The period covered by the survey ranges from the fourth millennium (3200) to the sixth century (537) B.C. In this connexion the author says :

Oriental history divides naturally into three main periods : the first, that of the development of the Semitic nationalities ; the second, of the supremacy of the Indo-Germanic Persians, Greeks, and Romans ; the third, of the rise of Islam. The purpose of this volume is to tell the story of the West Semitic peoples during the first of these periods, that is, from the earliest times down to the establishment of the Persian Empire. (Page iii. *f.*)

One of the strong points of the book is the striking way in which the author brings out the larger historical movements, especially as determined by successive waves of race migration, which formed the determining factors in the evolution of events in Syria and Palestine. The cradle of the Semites and of Semitic migrations was, the author thinks, Arabia :—

That Arabia should have sent forth many successive waves of migration is natural, when one considers the physical characteristics of the region. It has a vast area, larger than the whole of the fertile territory occupied by the Semites. It is capable of producing immense bodies of population, but for these it yields only a scanty sustenance. The bulk of its inhabitants are nomads, and when pasture becomes scarce the stronger tribes crowd the weaker to the wall and compel them to seek new abodes. There is thus a constant tendency to overflow into the adjacent fertile regions. When the nomads come peacefully they are speedily absorbed into the settled population ; when they come in war they are beaten back for a time by the superior arms of the civilized communities, until the pent-up flood of humanity becomes so great that no power can restrain it. Then it bursts its dams and pours over all the neighbouring regions. This process has repeated itself frequently within historic times, notably in the great Aramæan migration which about 1500 B.C. overflowed Western Asia, and in the Arabian migration of the seventh century A.D., so that it is only natural to suppose that it went on also in prehistoric times. (Page 4.)

The earliest Semitic migration known to history is "that which peopled the lower valleys of the Euphrates and Tigris" (the "Babylonian"). When did this take place ?

Perhaps some clue to the date of this migration is afforded by observing the intervals which have elapsed between the later historical migrations. The Mohammedan expansion took place after A.D. 662, and the Earlier Nahatæan about 500 B.C. The Aramæan movement was at its height about 1500 B.C. The previous migration, which we may designate provisionally as the Amoritic-Canaanitic, must have occured about 2500 B.C. Thus it appears that it took a thousand years each time to fill Arabia up to the point when it could no longer hold its inhabitants, but must disgorge them upon the adjacent lands. This would give us 3500 B.C. as an approximate date for the first entry of the Semites into Babylonia. (Page 7.)

Among the many interesting points raised, the following may be specially mentioned. After a brilliant discussion, the author concludes that Genesis xiv. is a genuinely historical document (chapter iii.).

The only serious difficulty [he says] in the way of regarding this passage as "historical" is the identification of its hero Abram by the documents of Genesis with Abraham, the assumed ancestor of the Hebrews and of a group of allied peoples. (Page 39.)

These two names must have belonged originally to distinct personages. Abraham was the collective name of a group of Aramæan peoples, including not only the Hebraic clans, but also the Ishmaelites and a number of other desert tribes. Abram was a local hero of the region of Hebron. (Page 41.)

The author adopts Winckler's theory regarding the confusion of Mutsri (or Mutsrim), "a district of North Arabia adjacent to Midian and to Edom that is frequently mentioned in the Assyrian monuments and in native inscriptions," with Mitsraim, the Hebrew name for Egypt (see esp. page 185). If this theory is adopted—and there is much to commend it in many passages—much new light is shed on different parts of the Old Testament narrative.

The Sinim of Isaiah xlix. 12, it is interesting to note, is identified with Shiana = North Phœnicia, of the Assyrian monuments. The book is enriched with chronological tables (pages xiii.–xix.) which contain many new results, and also a most admirable bibliography (pages xx.–xxxvi.). The volume is one that ought to be in the hands of every Biblical student for constant reference and study.

Tolstoi as Man and Artist. With an Essay on Dostoïevski. By DMITRI MEREJKOWSKI. (Price 6s. Constable.)

There is a misleading modesty about the outside titling of this book. Looking at the cover of the volume, one imagines it to be only a critical discussion of Tolstoy and his work. The title-page, however, explains that the contents include also an essay on Dostoïevski. And as we read the book itself we discover that Merejkowski's way of criticizing Tolstoy is to contrast him with Dostoïevski, and to trace an inverted resemblance between the movement of literary, religious, and social awakening now going on in Russia, and the lines of the Italian Renaissance. In all these comparisons and contrasts there is much that is true, a great deal that is brilliant and suggestive, and a remainder that is strained, fallacious, and misleading. Best of all is the likening of Tolstoy as artist to Michel Angelo :—

Tolstoi is the greatest portrayer of the human animal in language, as Michel Angelo was in colour and marble. He is the first who has dared to strip the human frame of all social and historical wrapping, and again entertain the Aryan idea. Tolstoi is the Russian Michel Angelo, the rediscoverer of the human body, and, although we feel all over his works the Semitic dread of the body, yet he has felt the possibility of a final victory over this dread, complete as in the days of Praxiteles and Phidias.

The following out of this bold conception of the nature of Tolstoy's genius in a searching analysis of his methods of presentment occupies many pages of the book, and in these pages it is probable that the general reader will find most interest and instruction. Merejkowski explains, as no one has ever explained before, the secret of Tolstoy's intimate and inexhaustible knowledge of all the gradations, from the brutally coarse to the most subtly refined sensations of the flesh, and he has perhaps rather overdone the business of supporting his thesis by illustrative extracts. There must always be machinery behind the scenes, but it is not the part of the dramatic critic to describe its construction. Next best to the comparison of Tolstoy with Michel Angelo—perhaps even better because its unexpectedness startles before convincing us—is the comparison of Dostoïevski with Leonardo da Vinci :—

As Michel Angelo looked into the abyss of the flesh so Leonardo contemplated its opposite, the not less deep abyss of the spirit. He, so to speak, started at the point which Michel Angelo had just reached. All his productions are "spiritual bodies" carried to a degree of

ethereality and transparency at which it would seem the spirit within burns through them: they "scarcely feel that they have bodies on them." Leonardo's caricatures of men and animals, those faces full of diabolical distortion, like the other faces in his drawings, full of angelical charm; in which as Dostoïevski puts it, "the secret of the earth mingles with the mystery of the stars," are like visions or phantoms, but they are phantoms of mathematically defined and exact construction, phantoms with flesh and blood, most fantastic, and at the same time most life-like. "I love realism when it is carried to the fantastic," says Dostoïevski. Seemingly both he and Leonardo might say with the greatest truth: "I love the fantastic when it is carried to the point of realism."

The analysis of the characteristic qualities of Dostïoevski has a curious interest for our time, over and above the interest attaching specially to the writings of Dostoïevski. The humanism of Tolstoy is throughout sane and wholesome. Its fault, in so far as it has a fault, is of the nature of a limitation. In Dostoïevski, on the other hand, we have a genius depending for his best inspirations on a condition escaping the bounds of sanity. A neurotic, by constitution, he was subject to epileptic fits, and his conduct was ill-regulated to the point of depravity. Merejkowski makes much of his superiority over Tolstoy in the matter of sympathy. And here he seems to us to go wrong—confounding with sympathy that curious hysterical or mimetic imitation of sympathy which is one of the commonest mental outcomes of neurotic disease—or, in other words, a sure sign of defective moral balance. Ecstatic sympathy with the abnormal is of course a well known feature of the literature and the drama of decadence. Merejkowski makes us realize all that is implied in the distinction between the epic and the dramatic in art—bringing out indirectly the important truth that, since the epic form is that in which the genius of a young and growing civilization naturally finds its more or less inchoate expression, and the great drama is that of the great eras of maturity, the next step must almost inevitably be in the direction of corruption. We think he makes a mistake in counting Dostoïevski among the genuine products of awakening Russia. He is rather one of the branches of the corrupt tree of cosmopolitan decadence, and has nothing in common with the titanesque writers of new Russia. But, though one cannot accept all Merejkowski's conclusions either *en gros* or in detail, one learns something from every page, and one closes the book with the sense of having drunk from a well dug deep in soil rich with inexhaustible treasure of new thought and virgin vigour.

Prolegomena to the Study of Greek Religion. By JANE ELLEN HARRISON. (Cambridge University Press.)

This book is a most noteworthy contribution to that reinterpretation of Greek thought and literature which has been going on ever since Dr. Schliemann uncovered the buried remains of Troy and Mycenæ. Archæology and anthropology have been rediscovering for us the Greeks of literature and history, have made them less classical and isolated and more human. In no department of classical knowledge was such an interpretation more necessary than in Greek religion. We have viewed it exclusively through literature, sometimes even through Latin legend-mongers like Ovid; and it has meant for us the Olympian Pantheon—a collection of poetic legends, strangely beautiful, but also strangely cold. Miss Harrison has in this book brought us back from abstractions to reality. She neglects that final elaboration of myth and creed that we find in Homer or in Plato's theology, and takes us back to the actual beliefs and faiths upon which that perfect edifice of Greek poetry was built, to what the ordinary Greek actually believed and feared and hoped.

Those who have read Miss Harrison's introductory essay in her "Mythology and Monuments of Ancient Athens" will know how well fitted she is for her task. This book fulfils the promise of that essay. Its method is that which she there proved so fruitful—an examination of Greek ritual in the light of anthropology and comparative religion. A feature of the book is the interesting use which the author makes of Greek vases. The whole book is an admirable example of how much archæology and anthropology can do for the understanding of literature.

The results of this method are most interesting. Greek religion is shown to have been in many ways like modern Brahmanism—a mixture of many inconsistent faiths. The hierarchy of Olympians is dethroned. The author shows that the Olympian Pantheon was superimposed by a conquering race upon an earlier and more primitive religion. The worship of demons, ancestors, and of the forces of vegetation existed side by side with that of the Olympian gods, and this primitive religion remained the real faith of the common people till it was finally assimilated by the two new sacramental religions that came from without, Dionysus worship and Orphism. The chapters on those strange, but beautiful, faiths are, perhaps, the most interesting in the book. We are given a full and illuminating account of the mysteries and of that most interesting and little known region of Greek thought found in Orphic eschatology. The whole book gives us a most vivid impression of what Greek religion actually was—not an elaborated system of mythology, but a strange medley of dark fears, childish conceptions, and magical rites, crowned by one or two beliefs of great beauty, hope, and power.

In criticism it may, perhaps, be said that Miss Harrison attaches too much importance to the significance of ritual. A scientific examination of ritual reveals to us the beliefs not of the worshippers, but of the original institutors of the rite—a very different matter. A similar method applied to certain forms in Christianity—say to the Sacrament of Extreme Unction—would give startling results. Is it not often true that the conscious explanation men give of their ritual reveals their actual religion more truly than a scientific explanation of why their ancestors originally instituted it? There is, perhaps, too much anthropology in the book. It is too much like "The Golden Bough" and too little like an ordinary manual of Greek religion. It is impossible not to feel that Miss Harrison has underestimated the importance of Homer and the Olympian hierarchy for Greek religion. One could wish, too, that Miss Harrison had told us a little of the final part played by Greek religion in that curious syncretism which became the religion of the Roman world in the first two centuries. But this was, perhaps, outside her province. The book is interesting and illuminating throughout. Miss Harrison's combination of sound scholarship with wonderful sympathy and insight gives it a quite peculiar charm. It can be recommended not only to classical scholars, but to every one who wishes to know something of the living faiths and inspirations of Hellenic civilization.

"Little Biographies."—*Alfred Tennyson.* By ARTHUR CHRISTOPHER BENSON. (Price 3s. 6d. Methuen.)

Mr. Benson has carried out very faithfully—and, on the whole, effectually—the professed object of the series. Lord Tennyson's "Memoir" is aptly described by him as a mine—a mine from which all future biographers must needs quarry; but not an artistic whole, rather a tribute of filial piety and a collection of "flowers by request." Mr. Benson has quarried freely, has extracted the most characteristic of Tennyson's utterances on art and religion, has added not a few traits and anecdotes of the poet gathered from other sources, and has drawn his character in truer perspective than it was possible for a son even to attempt. As a good instance of this emended view, we may instance the account of the breach of friendship with Coventry Patmore (page 90). That he was an interpreter, not a prophet, has often been said before, but never better put than on page 82.

In the particular literary criticisms we do not think that Mr. Benson is so happy, and we often find ourselves disagreeing. He prefers "Maud" as a work of art to "The Princess"; and "Come into the garden, Maud!" is to him an unsurpassable lyric. We confess that to us "Maud" is marred by its blatant jingoism, and the famous song is a *tour de force*, infinitely inferior, for instance, to "Early Spring," which is not once named. Again, the "Frater, Ave!" is pronounced "one of the most perfect and purest pieces of vowel music in the language." To our ear, the conversion of the last half of a Latin pentameter into four trochees is a "barbarous experiment." Horace's "worship of expediency and the unromantic present can never have moved Tennyson very deeply." Surely Mr. Benson has forgotten the other side of Horace, his "Cleopatra" and "Regulus" and the patriotic Odes. Tennyson may have called the Sapphic stanza "a pig with its tail tightly curled," but some of his most exquisite lyrics, as "The Daisy," are obviously modelled on the Horatian alcaic. Among Greek poets we should have no hesitation in saying that Tennyson owed most to Theocritus, but here Theocritus is barely mentioned. "He admired French lyrists, such as Béranger and Sully-Prud'homme"—as strange yoke-fellows as if we were to couple Rudyard

Kipling and Dr. Donne. Again, the speeches both in "The Princess" and in the "Idylls" seem to Mr. Benson some of the most obscure reading that it is possible to discover in modern poetry." Doubtless they will not stand Mr. Benson's test of reading aloud to schoolboys, but the obscurity is all on the surface, and disappears at a second perusal—far different from some of the obscurities of "In Memoriam," which grow the more they are studied. The latter poem is dealt with by Mr. Benson too much in the style of an examining chaplain. The verdict is "unorthodox," though plenary absolution is given to the poet. We may add a personal anecdote, showing that Tennyson claimed a patent in the metre. When Rossetti's Poems were lent to him he pointed, on returning the volume, to the note on the lines "To my Sister," which states that the poem was composed before the appearance of "In Memoriam," and said: "Did you read that? I call that mean."

One or two small matters need correction. The present Archbishop of Canterbury can hardly have suggested the offer of the Oxford D.C.L. to Tennyson, as he was then scarcely out of the nursery. "Napoléon gênait Dieu" is indeed a monstrous expression, but *génait* makes it worse. On second thoughts Mr. Benson will abandon his suggestion that

As the *little thrift*
Trembles in perilous places o'er the deep

is meant for a pun on the city clerk's savings-bank deposit. As in the cancelled *Nineteenth Century* line,

Thus far our bark has sailed without a *check*,

and in the Butcher and Lang,

Sing to me, Muse, the man of many shifts,

"the subtle sense of humour" was in the critic, not the author.

Paraphrases and Translations from the Greek. By the Earl of CROMER. (Price 5s. net. Macmillan.)

In a modest preface Lord Cromer tells us that he has employed the scant leisure of a busy public servant in "dabbling a little in Greek literature and making verses, which is not always the same thing as writing poetry"; that he is an ὀψιμαθής, and passed to the study of classical Greek through modern Greek, which he picked up as a subaltern at Corfu. He has followed in the steps of the Marquis Wellesley, Lord Derby, Canning, Gladstone, and other illustrious English statesmen, though not like them to the manner bred. The begetter of the present volume is Mr. Mackail, whose delightful "Greek Anthology," as readers of Mr. Morley's "Gladstone" will remember, charmed the aged statesman at Biarritz.

The author's frank apology disarms criticism, and, though we cannot honestly say that he has succeeded in retaining "the dignity combined with the inimitable ease" of the Greek original (we borrow Mr. Mackail's happy phrase), yet these doubly selected epigrams, with the Greek facing the translation, are pleasant reading both for scholars and laymen.

The main defect, as it seems to us, is that Lord Cromer has not made up his mind whether he will translate or paraphrase, and thus misses both the scholarly exactitude of Conington and Calverley and the free vigour of Chapman and Dryden. Sometimes, too, the point of the epigram is missed.

As over Hesiod's page I pore,
Comes tripping in my lovely Katie;
I fling the book upon the floor,
And cry, "Old Hesiod, how I hate ye!"

We would emend:

Intent I studied Hesiod's lore,
When Pyrrha at my gate I spied;
I flung old Hesiod on the floor,
"Confound you and your Works!" I cried.

Ἔργα παρέχεις is obviously a pun.

One more alternative version to contrast the paraphrase and the translation:

I once was called the field of John,
Until he sold me to his brother;
Each in his turn thought me his own,
And so I pass from one to other.
But who the ownership can claim
I know, and laugh at man's delusion:
Fortune the Fickle is her name;
She covers all men with confusion.
Field of Achæmenides I was called, and now of Menippus,
Christened anew as from one straight to another I pass.
Tenants at will are they all, though each in his turn says he owns me,
Yet am I no man's land—lord of the manor is Fate.

Lectures on Classical Subjects. By W. R. HARDIE, M.A. (Price 7s. net. Macmillan.)

The Professor of Humanity in the University of Edinburgh collects here ten admirable papers dealing, for the most part, with classical study in its literary aspect. The first five "lectures" treat of the spirit and ideas of the classical poets, having for themes such subjects as the beliefs of the Greeks and Romans concerning a life after death, and the vein of romance in their literature. The next two relate to the form of classical poetry; the eighth is on literary criticism at Rome; while the ninth sketches the revival and progress of the humanities in Europe, the tenth discourses on the aims and methods of classical study. If all are good, the last is a real contribution to a burning question of the day. Classical study means for the author the study of (1) the language, (2) the literature, and (3) the life and thought of an ancient people, the three things being in an ascending scale of importance. The last cannot be attained without the other two, or the two highest without the lowest. The advantages of a classical training are not to be got by reading some eloquent account of the life and thought of the ancients or some critical treatise on the ancient authors. "Generalizations about the life and thought of a past age," writes Prof. Hardie, "are mere empty phrases, unless we possess some direct acquaintance with that life and thought. Critical description of an author's merits and defects is one of the most useless forms of human knowledge, unless we can read the author ourselves and feel that it is true. The key to the whole lies in the laborious mastery of details—in the first instance, in minutely accurate study of grammar and idiom." We agree that classical study must be direct if it is to be worthy of the name. Restricting ourselves here to Latin—for against Greek there is a body of opinion not likely to be ignored—we are further convinced that, if classical study is to be saved in the school, it will be by emphasizing the literary value of the matter studied. Just, too, is Prof. Hardie's contention that, as literature is the gateway to the life and thought of a nation, so it must itself be approached along the path of sound grammatical learning. To say this is not to urge that boys should spend ten years in learning paradigms and rules by heart and end by not knowing them. The true reform possible—and, indeed, urgent—is a well informed adaptation of means to end. Those who are concerned to hasten such a reform, and lovers of classical literature in general, will find much to interest them in the pages of this book, which should be added to the libraries of scholars and of schools.

BOOKS OF THE MONTH.

Classical.

Poems of Gaius Valerius Catullus. With Translation. By F. W. Cornish. Cambridge Press, 7s. 6d. net.
T. Macci Plavti Comoediae, I. By Wm. Lindsay. Clarendon Press, 5s.
Longmans' Latin Course. Part III. 2s. 6d.

English Readers, Annotated Texts, &c.

Shakespeare: Twelfth Night. By R. Brimley Johnson. Blackwood, 1s.
Shakespeare: Henry IV. Part I. By F. W. Moorman. Blackie, 1s. 6d.
Shakespeare: Henry IV. Selections. Blackie, 2d.
Lessons in English. Pitman, 2d.
Senior Country Reader, III. By H. B. M. Buchanan. Macmillan, 2s.
Dickens: David Copperfield. Students' Edition. Chapman & Hall, 1s.

Geography.

Pictorial Geographical Readers. The British Empire. Longmans, 1s. 8d.
Chambers's Geographical Readers. The World outside Europe. 2s.
Black's Geography Reader. Asia. 1s. 4d.
Hertfordshire: a Reading Book of the County. Blackie, 1s.

The World and its People, with special reference to Greater Britain. Nelson, 2s.
Geography of Great Britain and Ireland. By A. G. Haynes. Relfe, 8d.
Scotland, Ireland, British North America, Australasia. Chambers, 3d.
Britain on and beyond the Sea. Handbook to Navy League Map of the World. W. & A. K. Johnston, 1s. 6d.

History and Biography.

History of England, 1880–1901. By J. F. Bright. Longmans, 4s. 6d.
Life and Times of Savonarola. By Prof. Villari. Fisher Unwin, 2s. 6d. net.
Foundations of Modern Europe. By Emil Reich. G. Bell, 5s. net.
Reformation and Renaissance, 1377–1610. By J. M. Stone. Duckworth, 16s. net.
History of Rome, 44 B.C.–138 A.D. By A. H. Allcroft and J. H. Haydon. Clive, 3s. 6d.

Maps and Charts.

Nelson's New Drawing Charts. By J. Vaughan. Set IV. 15s.
Royal Wall Atlas. No. 7, Africa. Six maps on one roller. 12s. 6d.

Mathematics.

Worked Problems in Higher Arithmetic. By W. P. Workman and R. H. Chope. Clive.
Elementary Geometry, Part I. By Cecil Hawkins. Blackie, 2s.
School Geometry. By Hall and Stevens. Macmillan. Parts I.–IV., 3s.; Parts III.–IV., 1s. 6d.; Parts IV.–V., 2s.
Mathematical Papers for Army Classes. By H. S. Brabant. Relfe, 1s. 6d.
Logarithms for Beginners. By C. N. Pickworth. Whittaker, 1s.
Algebra for Junior Forms. By R. B. Morgan. Relfe, 1s. 6d.

Miscellaneous.

Elements of Moral Philosophy. By Mohit Chandra Sen. Murray, 3s. 6d.
Business of Insurance. By A. J. Wilson. Methuen, 2s. 6d. net.
Rome. By C. G. Ellaby. Methuen's Little Guides. 3s.
Evolution of the Elementary Schools of Great Britain. By J. C. Greenough. Appleton, $1.20 net.
Methuen's Little Quarto Shakespeare: King Richard II.; Twelfth Night. 1s. each, net.
Cassell's National Library: Emerson's Essays. 6d.
A Dialogue. By A. H. Gilkes. Longmans, 1s. net.
Stained Glass. By Lewis F. Day. Chapman & Hall, 4s.
Historic View of the New Testament. By Percy Gardner. Black, 6d.
Household Accounts. By Kate Manley. Macmillan, 2s.
Early Story of Israel. By Mrs. Thomas. Longmans, 2s. 6d. net.
Gambling: an Analysis. By Rev. G. E. Ford. Tract Society, 6d.
Our Marching Orders. By Dr. Horton. Tract Society, 3d.
Corporal, Facial, and Vocal Expression. By Rev. S. Claude Tickell. Newmann, 6d. net.
Speeches from Shakespeare Emphasized and Punctuated. By Rev. S. Claude Tickell. Newmann.
Macaulay: Lives of Goldsmith and Johnson. By Ivor B. John. Black, 1s.
Coridon's Song, &c. Illustrated by Hugh Thomson. Macmillan, 2s. net.
Junior Book-keeping Examiner. Second Annual Issue. By J. & F. O. Thornton. Macmillan, 6d.
Lovel the Widower, &c. By William Makepeace Thackeray. Macmillan, 3s. 6d.
A Wrong Sentiment. By Annie Linden. Methuen, 6s.
The Prince of Lisnover. By Grace Rhys. Methuen, 6s.
The Woman with the Fan. By Robert Hichens. Methuen, 6s.
Mural Painting. By F. Hamilton Jackson. Sands, 5s. net.
G. F. Watts. By G. K. Chesterton. Duckworth, 2s. net.
Greek Sculpture: its Spirit and Principles. By Edmund von Mach. Ginn, 15s. net.
A Modern School. By Paul Hanus. Macmillan, 5s. net.
The Dread Inferno. By M. Alice Wyld. Longmans, 2s. 6d. net.
Picture Titles for Painters and Photographers. By A. Lys Baldry. *Studio* Office.
Systematic Memory. By T. Maclaren. Guilbert Pitman, 1s. net.
British Navy, Past and Present. By Rear-Admiral S. Eardley-Wilmot. Navy League Office, 1s. net.
Pioneers of Science. By Sir Oliver Lodge. Macmillan, 6s.
The Master of Ballantrae. By R. L. Stevenson. Cassell, 2s.
The Black Arrow. By R. L. Stevenson. Cassell, 2s.
Upholstery. By Paul N. Hasluck. Cassell, 1s.

Modern Languages.

Elements of French Pronunciation. By Benjamin Dumville. Dent, 2s. 6d. net.
Laboulaye: Le Château de la Vie. By E. B. le François. Blackie, 4d.
Molière: Les Fâcheux. By Mrs. D'Arcy Collyer. Blackie, 4d.
Practice in Conversational French. By F. S. Grose and Howard Webber. Blackie, 1s. 6d.
Gautier: Voyage en Italie. By de V. Payen-Payne. Cambridge Press, 3s.
Book of French Prosody. By L. M. Brandin and W. G. Hartog. Blackie, 3s. 6d.
Advanced Object-Lessons in French. By Alec Cran. Nelson, 1s. 6d.
How to teach a Foreign Language. By Otto Jespersen. Sonnenschein, 3s. 6d.

Music.

Ten Minutes' Technique. By Arthur Somervell. Curwens, 2s. 6d.
My First Piano Lessons. By Agnes Honoria Leeds. Novello.

Scientific and Technical.

Practical Chemistry, Part II. By W. French. Methuen, 1s. 6d.
Bacteria Yeast and Molds in the Home. By H. W. Conn. Ginn, 4s. 6d.
A Safe Course in Experimental Chemistry. By W. T. Boone. Clive, 2s.

COLONIAL AND FOREIGN NOTES.

FRANCE.

L'Ecole des Roches.

IT is about five years since M. Edmond Demolins, a well known publicist, the author of "The Superiority of the Anglo-Saxons," "The New Education," "The French of To-day," and other *brochures*, planned his new school, with features some common in English public schools, others peculiar to Bedales. The site he chose and on which he built was near Verneuil-sur-Avre (Eure), where an airy, wooded plateau seemed to offer health and the opportunity of exercise amid beautiful surroundings. Probably M. Demolins did not remember that Verneuil was the scene of two English martial victories when he prepared a triumph there for English ideas. His scheme was a success from its first inception. About a central building containing the class-rooms six boarding-houses have sprung up, bearing characteristic names, such as Les Pins, Le Vallon, Le Coteau, and Les Sablons. Over each house a married house master presides, and *capitaines* from among the boys have taken the place of the unhappy ushers whose existence forms a blot on the French educational system. M. Pascal Monet, after a stay of six months at the school, writes in *L'Enseignement secondaire* with enthusiasm of all that has been achieved. Since what he describes does but reproduce what is familiar to our readers, it were vain for us to linger over it. Yet on one of his points we may touch briefly.

Education of the Conscience.

At l'Ecole des Roches stress is laid on the education of the conscience. The results will appear to some striking, to others incredible. A boy, to shorten the way from his house to the school-building, one day took a forbidden path. Afterwards he confessed his offence and straightway added: "For five days, no matter what the weather may be, I will go a roundabout way, so as to double the distance." Another boy had neglected to learn a verse repetition. He was never "put on," yet felt himself in the wrong; he owed a compensation to his own conscience. The next day he called on his master and repeated not only the piece that he had omitted to learn, but another piece in addition. He had resolved to punish himself for shirking an effort by imposing on himself one more laborious. Such examples of self-discipline are, at first sight, high tributes to the moral training that produces them. But it is idle to ignore that there are boys capable of confessing in order to please the teacher. Granted that the self-accusations are honest, is there not a real danger that the conscience may grow morbid in its sensitiveness? In any case, if the general tone of the school is fairly illustrated by M. Monet's stories, the lot of the teacher in it must be one of almost ideal felicity.

Payment of Teachers in Lycées.

Whilst human nature is human nature men will like to know how their neighbours live; whilst schoolmasters are schoolmasters they will be interested in learning how their brethren are paid. We give from the new "Décret relatif à l'avancement du personnel de l'enseignement secondaire" the particulars that relate to the *professeurs titulaires de lycée*, the fully qualified teachers in first-grade schools. They are divided into six classes. A teacher must have remained two years in the sixth class, three years in the fifth, four years in the fourth, five years in the third, or five years in the second class before he is eligible for promotion to the next higher class. In the allotment of salaries a distinction is drawn between those employed in Seine et Versailles and those in the provincial departments. Thus the table runs:

	Seine et Versailles.	Départements.
First Class	7,500 francs.	5,200 francs.
Second Class	7,000 ,,	4,800 ,,
Third Class	6,500 ,,	4,400 ,,
Fourth Class	6,000 ,,	4,000 ,,
Fifth Class	5,500 ,,	3,600 ,,
Sixth Class	5,000 ,,	3,200 ,,

The teachers in and about the capital are better pa[illegible], becauo living is dearer there than elsewhere. The centralizing tendency—whence the difference arises—in France seems to grow daily more and more strong. It has a curious effect on the Universities. Paris is crowded by students from the provinces; provincial academies—even those of historic reputation—are ill-frequented. Under such circumstances they seek, not unnaturally, to attract the foreigner. Dijon and Nancy, in particular, are prepared to cater for him. At Dijon last autumn vacation eighty lectures were delivered to him, and he was furnished with abundant opportunities of speaking French. During the current term he has been similarly cared for, and in the next vacation still more ample provision will be made for his wants. It need hardly be said that the feeling with which we regard such measures is one of unmixed gratitude. The invitation that Nancy addresses to foreigners has already drawn eighty German students, and it is expected that next year two hundred will profit by its instruction. Now comes one of those whom bishops must learn "to suffer gladly," and deprecates, in the *Figaro*, the "Germanizing of the University of Nancy." Nancy will be as much Germanized by the visitors as the tongue of young Oxford will be Americanized by the Cæcilians.

Courses for Foreigners.

UNITED STATES.

To the February number of the *Educational Review* an article on the American college course is contributed by a writer who is a graduate of the University of California and also of Oxford. It brings out clearly the importance of a point on which we are continually laying emphasis—that the classics must be recognized as literature, if they are to retain their place in education. At the University of California, says the writer of the article in question, the training of the students in Latin and Greek had begun so late that they had no effective grasp of the languages when they ceased, at the end of the sophomore year, to study them. As a consequence of the fact that classical training was predominantly philological and syntactical, those who underwent it soon grew tired of the monotonous drill; they never learned to view the classics as history and politics, and philosophy—in brief, as significant human *thought*. It surprised an American on entering himself at Oxford to find that the classics were intermixed with almost everything in the curriculum. The student of history was referred to Thucydides and Polybius. Why, Thucydides had been Greek to him at home, and not history! So the student of philosophy had to seek it in the Greek of Plato and Aristotle, not in English translations of German text-books. The system of elementary education in the United States, we are informed, would need much reconstruction before American freshmen and sophomores could approach the classics as they are approached at Oxford.

The Classics Literature, and not School Books.

New York, lately reported to be urgent for a return to corporal punishment, is still concerned on the subject of the discipline in its schools. The Male Teachers' Association, of the city, has adopted recommendations, of which we give an abridgment:—(1) That the Board of Education rescind the by-law ordering all pupils to be dismissed not later than 3.30 p.m.; (2) that the power of the principal to suspend a scholar be made absolute, as also (3) his power to promote during the term for exceptional ability or to reduce to a lower grade for incompetence or neglect of duty; (4) that the movement to provide adequate accommodation for truants and incorrigibles be hastened; (5) that generous provision be speedily made for the care of defective, neurotic, and ill-nurtured children; (6) that changes be be made in the distribution of the school population so as to relieve overcrowded centres by means of drafts to those where there are seats to spare; (7) that special elementary schools be established in various parts of the city for those who have little power of abstract thought, or who have strongly marked special aptitudes—mechanical, artistic, scientific, &c.; (8) that teachers and principals make more use of the strength that can be gained by a hearty co-operation between teacher and parent; and (9) that all unite in an honest and sustained effort to manage the schools, if possible, without corporal punishment. Thus, in the last of its recommendations, the Male Teachers' Association is in conflict with the principals of the schools. So is the rod borne nowadays on an ebb and flow of educational opinion. More interesting than this familiar fluctuation is the evidence in the resolutions of the great scholastic tendency of the day: to discover the abnormal child and to subject him to special treatment. As soon as the tendency has become an invariable practice we shall have gone far towards solving the problem of punishment.

Discipline in New York Schools.

Meanwhile New York cares for its children otherwise than by flogging them. The Public Schools Athletic League has outlined a general plan of athletic work for schoolboys which will be adhered to during the next few months. Dr. Gulick has arranged for a number of events which will be adopted in the contests for the silver and bronze buttons, typical of athletic ability, promised to the boys. He believes that for each class there should be at least one event involving strength of legs, one involving strength of arms, and one involving skill. Boys attaining the prescribed standard in the class to which they are eligible are to receive from the League bronze buttons. Boys who reach higher standards will receive silver rewards. Each boy competing must produce a certificate from the principal of the school that he attends stating that his deportment and studies have been above the average.

Buttons for Athletics.

The stimulus of a button may seem a small thing to the non-pedagogic mind; but we like the notion of the little fellows winning their stripes and continued honour in their small world of an elementary school by means of their muscles. We pass, however, to another topic. Child study has lately found a new object in the investigation of twins. It might have been supposed that two children having the same family history and, as is sometimes the case, similar physical characteristics would present strong mental resemblances and would be adequately treated by the same mental discipline. Mr. Edward Thorndike, thanks to a grant from the Esther Hermann Research Fund of the Scientific Alliance of New York, has been able to make an examination of the subject. From thirty-five pairs of twins, nine to fifteen years old, he has arrived at the following conclusions:—(1) Mental capacities seem as much due to inborn qualities as are physical traits; (2) the opinion that twins are divided rather sharply into two classes, those nearly identical and those little, if any, more alike than ordinary siblings, is entirely at variance with the facts in these thirty-five pairs; (3) the opinion of Galton that physical likeness need not imply mental likeness is supported; (4) even among the mental traits there appears a decided specialization *e.g.*, twins may be closely alike in tests of perception and very little alike in tests of the associative processes. It follows that influences which might have been deemed predeterminating do not act invariably or indeed usually.

The Education of Twins.

NEW ZEALAND.

The twenty-first meeting of the New Zealand Educational Institute took place last January. From a full report of the proceedings we will trouble our readers only with a dozen words to show how the movement for the improved training of teachers is gaining ground. The President said: "With the new year we are promised a comprehensive scheme for the training of teachers. Educational reformers have long recognized that of all the improvements that can be made in our schools none are more important than—none perhaps so important as—those tending to secure a supply of able and skilful teachers. These are the very soul of the system and the only positively indispensable element in it. Our Institute will welcome a reform it has consistently fought for.

New Zealand to train its Teachers better.

NEW SOUTH WALES.

With a mandate from the colony Messrs. G. H. Knibbs and J. W. Turner visited the United Kingdom, the Continent of Europe, and America. Being limited as to the length of their absence, the inspection that they could make of educational institutions was somewhat cursory. But the trained eye can take in much in a short time, and the Report that they now submit may be accepted as based on sufficient evidence. The most striking feature of it is their practical agreement upon two main points: the desirability of abolishing the pupil-teacher system, and the necessity of rendering the professional education and training of teachers more thorough. We quote a summary of the remarks made by one of the Commissioners on the latter point:—"In Europe teachers are trained in the history and general theory of education, and in the co-ordination of the subjects taught; thus their teaching is inspired and not mechanical, and is bound to improve the intellectual faculties and to build up the moral characters of the taught. Some knowledge of the history of education is needed, if only to guard against the ignorant inclusion of exploded ideas. This history and theory is not thoroughly taught in this State. Certainly teachers are required to read Baldwin, Bain, Gladman, and others; but this is after they have been teaching for years. On the Continent this important preparatory work precedes the undertaking of teaching; and this is the essential difference in the view of what constitutes suitable preparation."

Report of Special Commissioners.

When the Commissioner speaks of what is being done in Europe, of course he has not English secondary schools in view; for England, in respect both to the preliminary training of its secondary teachers and to their legal status, must be reckoned to Asia rather than to Europe. It is chiefly on the ground of inadequate preparation that the same Commissioner condemns the pupil-teacher in unqualified terms:—"The pupil-teacher receives only an ordinary primary education; he enters teaching without special training; he is not prepared in the theory, history, psychology, or methodology of education; he is not physically,

mentally, or morally matured; he has no proper conception of his task; he is a poor disciplinarian; he does not understand the physical, psychological and hygienic conditions of school life; and is incapable of inspiring children with high ideals."

Other sections in the Report have reference primarily to the state of education in New South Wales, but some of them touch on matters in which we are no nearer to perfection than with our secondary teachers. Both Commissioners urge the need of changing the system of inspection, of taking fuller account of hygiene in the arrangement and furniture of schools, of increasing the practical efficiency of education, and of improving the equipment of school buildings. The whole Report is an educational document of rare value. What practical effect its recommendations will yield in the colony it were hard to foretell. In England a Report of Commissioners is, in general, merely a narcotic for the public conscience.

TEACHERS' GUILD NOTES.

THE following letter has been sent this month to the Branches of the Guild :—

DEAR SIR (OR MADAM),—In 1895 the then Chairman of the Education and Library Committee of the Council of the Teachers' Guild addressed a letter to the Hon. Secretaries of the Branches, pointing out the kind of work which might be undertaken by an Education Committee of the Council of a Branch, and urging that the formation of Committees was desirable, for reasons given. Such a Committee exists in the Central Guild, and possibly in some of the Branches, but we have no official information on this latter point. The letter of 1895 is remarkably applicable to the present situation, and my Committee hope that your Branch may be able to carry out in your own area the class of work referred to, which for many years past has been done for the country generally by the Education Committee of the Teachers' Guild Council. It is as follows :—

1. (*a*) Taking cognizance of and keeping a watch over educational matters, especially those which affect the district in which the Branch is situated (such as the action of County Councils and their Education Committees, governors and trustees of schools, schemes of the Charity Commission, school managers, and so on); seeing that persons of educational experience are put on representative bodies; keeping lists of members of Branches who are willing to serve as managers of schools, so as to keep the Council of the Branch well informed, and to enable it to take action when action is needed. (*b*) Initiating discussions on educational problems, particularly those which are of interest in the Branch area, and, above all, those which may be submitted to Branches by the Council of the Teachers' Guild.

2. (*a*) Developing the Educational Library of the Branch. (*b*) Collecting and making known specific local information likely to be useful to teachers and other members, such as syllabuses of various examinations, Extension lectures, technical lectures, local scholarships, educational institutions, laboratories, art collections, &c., and sending to the Bureau of Information in the Teachers' Guild Offices information likely to be of use to members of the Guild generally.

3. Generally initiating and promoting such measures as are likely to make of the Branch a local educational force, advising or criticizing, according to circumstances, the bodies which are responsible for the administration of education within its area.

My Committee consider that it will be desirable to appoint a special Secretary to the Sub-Committee (whether one of the Secretaries of the Branch Council or some other person) among whose duties should be the maintenance of correspondence with my Committee; to such officer the agenda papers of my Committee would be sent as issued.

Work of the nature described would increase the authority and usefulness both of the Branches and of the Guild as a whole.—I am, dear Sir (or Madam), yours faithfully,

G. F. DANIELL,
Chairman of the Education and Library Committee of the Teachers' Guild Council.

THE following circular has also been sent to the Central Guild and the Branches :—

DEAR SIR (OR MADAM),—In accordance with a resolution of the Council of the Teachers' Guild, I have the honour to invite the Central and Branch Guilds (or their Education Committees) to discuss the following propositions and questions, and to report thereon to me at the earliest convenient time before May 31, 1904.—I am, yours faithfully,

G. F. DANIELL.

PUPIL-TEACHER REGULATIONS.

General and Professional Training.—Proposition: "That we recognize that the pupil-teacher system cannot immediately be dispensed with; but we hope that in the near future it may be made compulsory for intending teachers in primary schools to go through a course of secondary education." Question: Up to what age should this secondary education be continued before any professional training is begun?

Improvement of System due to New Regulations.—Proposition: "That we welcome the New Regulations for the Instruction and Training of Pupil-Teachers as a great step in advance of the system of preparation for the teaching profession in the primary school."

Preparatory Classes under Article 20 (*New Regulations*).—Question: Should the preparatory classes so established be open also to boys and girls who are not preparing for the teaching profession?

Co-ordination of Curricula of the Primary and Secondary School and Centre.—Proposition: "That without a mutual co-ordination of the curricula of the primary and secondary school the scheme by which a pupil will pass from the primary school to the secondary school in order to proceed with his training cannot be regarded as satisfactory. Further, that some such co-ordination is also requisite to enable a pupil to pass from the secondary school to the pupil-teacher centre or other place of training." You are asked to make suggestions as to the best means of co-ordination.

Final Examination of Pupil-Teachers.—Proposition: "That, having regard to the small amount of time at present available for the general education of pupil-teachers, we consider that the King's Scholarship Examination encourages superficiality, by reason of the large number of subjects in the curriculum." Questions: (1) Are you of opinion that the present examination should be replaced by one requiring a more advanced knowledge in fewer subjects? (2) Should this examination be the matriculation or leaving-certificate examination of a University? (3) What subjects would you consider essential?

Supervision of Girls.—Proposition: "That in pupil-teachers' centres in which both sexes are taught under the general direction of a head master a lady teacher of experience should be appointed, with an adequate remuneration, to exercise special supervision over the girls."

Professional Training.—Proposition: "That in places where it is possible special schools should be selected for training pupil-teachers, without regard to the numerical limitations of Art. 5 (New Regulations)."* Questions: (1) What should be the relation between the special school and the centre? (2) How is unity of aim to be secured between the centre and the special school? (3) Should the instruction in the theory of teaching be given in the centre or in the special school? (4) What conditions should special schools fulfil as regards (*a*) organization, (*b*) ability of the staff to guide and criticize the professional training of the pupil-teachers? (5) Should the terms of engagement of a pupil-teacher be such as to permit the study of methods of instruction in schools of a different type from that in which he or she is engaged?

Supply of Pupil-Teachers.—Proposition: "That it is advisable to raise the standard of attainments required for admission as pupil-teacher; and that to render this possible it is absolutely necessary to improve the prospects and position." You are asked to suggest means whereby such improvement can be promoted.

Method of Payment.—Proposition: "That the payment of pupil-teachers should be by scholarships rather than by wages." Question: Do you approve of the above?

CALENDAR FOR APRIL.

[*Items for next month's Calendar are invited. Matter should reach the Office, 3 Broadway, Ludgate Hill, London, E.C., by the 22nd inst.*]

4–9.—First International Congress on School Hygiene, at Nuremberg. Apply to Dr. Kerr, Parkes Museum, Margaret Street, W.
13–15.—Conference of the Private Schools' Association, Incorporated. The meetings will be held at Balliol College, Oxford.
14–19.—Easter Meeting of Modern Language Association at Paris.
14.—Post Translations, &c., for *The Journal of Education* Prize Competitions.
21.—Post School News, items for this Calendar, &c., and Advertisements for the May issue of *The Journal of Education*.
23.—The Royal Drawing Society. Exhibition of School Drawings. Last day.
25.—The Royal Drawing Society. Course of Lectures on "Collective Drawing," by Mr. T. R. Ablett, begins.

* Three for the head teacher and one for each certificated assistant.

25 (first post).—Latest time for receiving urgent prepaid school and teachers' advertisements for the May issue of *The Journal of Education*.

The May issue of *The Journal of Education* will be published on Friday, April 29, 1904.

The Offices of *The Journal of Education* will be closed on April 1 (Good Friday), April 2, and April 4 (Easter Monday).

HOLIDAY COURSES, 1904.

(*Preliminary List.*)

BAYEUX.—August 1–24. French. Apply—Monsieur Godal, au Collège, Bayeux.

BOULOGNE-SUR-MER.—August 1–31. French. Apply—Monsieur Becar, au Collège Communal, Boulogne.

CAEN.—July 1–30, August 1–30. French. "Alliance Française" Courses. Apply—Mr. Walter Robins, B.Sc., Wanstead Cottage, New Wanstead.

DIJON.—July 1–October 31. French. Apply—Monsieur C. Cestre, 7 rue Le Nôtre, Dijon.

GENEVA.—July 16–August 28. French. Apply—Monsieur Bernard Bouvier, à l'Université, Geneva.

GREIFSWALD. — July 13–August 1. German. Apply—Ferienkurse, Griefswald (Prof. Dr. Bernheim).

GRENOBLE. — July 1–October 31. French. Apply—Monsieur le Président du Comité de Patronage, 4 place de la Constitution, Grenoble.

HONFLEUR.—August 2–30. Apply—Secretary, Teachers' Guild, 74 Gower Street, W.C.

JENA.—August 4–17. German. Apply—Frau Dr. Schnetger, Gartenstrasse 2, Jena.

KÖNIGSBERG (date not settled). Apply—Ferienkurse, Königsberg.

LAUSANNE. — July 19–August 27. French. Apply—Monsieur J. Bonnard, 17 avenue Davel, Lausanne.

LEIPZIC.—July 4. Sloyd. Apply—Dr. Pabst, Scharnhorst Strasse 19, Leipzic.

LISIEUX.—August 1–27. French. Apply—Monsieur Féquet, 12 rue de Rouen, Lisieux.

MARBURG.—July 11–30. Modern Languages. (Second Course, August 4–24.) Apply—Mr. W. G. Lipscomb, Grammar School, Bolton, Lancs.

NANCY.—All the year round. Special Holiday Courses, July 1–October 31. French. Apply—Monsieur Laurent, à l'Université, Nancy.

NEUCHÂTEL.—July 18–August 13. (Second Course, August 15–September 10.) French. Apply—Monsieur P. Dessoulavy, à l'Académie de Neuchâtel.

NEUWIED-ON-RHINE.—August 4–26. Apply—Secretary, Teachers' Guild, 74 Gower Street, W.C.

OXFORD.—August 1–16. Vacation Course in Geography. Apply—Curator, School of Geography, Broad Street, Oxford.

PARIS.—July 4, August 3, September 2. French. Apply—Secretary, Guilde Internationale, 6 rue de la Sorbonne, Paris.

PARIS.—Easter and Christmas Holidays. Apply—Monsieur Louis Jadot, 95 boulevard Saint Michel, Paris.

PARIS.—July 1–31. French. (Second Course, August 1–31.) Apply—Monsieur le Secrétaire, l'Alliance Française, 186 boulevard St. Germain, Paris.

SANTANDER (North Coast of Spain).—August 4–26. Spanish. Apply—General Secretary, Teachers' Guild, 74 Gower Street, W.C.

ST. SERVAN, PRÈS ST. MALO, BRITTANY.—August 3–30. French. Apply—Dr. Gohin, Professeur, Lycée, Rennes.

TOURS.—August 2–24. French. Apply—Secretary, Teachers' Guild, 74 Gower Street, W.C.

VILLERVILLE-SUR-MER, TROUVILLE.—August 3–24. French, preparation for exams., "Alliance Française." Apply—Monsieur L. Bascan, 49 rue Caponière, Caen.

*** Corrections and additions to this list are invited.

Programmes of most of these courses can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, S.W., where a Table of Modern Language Holiday Courses on the Continent, prepared by the Special Inquiries Office of the Board of Education, can be obtained.

Information as to lodgings for students at Honfleur, Neuwied-on-Rhine, Tours, and Santander (Teachers' Guild Courses) will be found in the Handbook, ready at the beginning of May, 6½d., post free, from the Teachers' Guild, 74 Gower Street, London, W.C.

A list of addresses in several other Holiday Course centres will be found in "Holiday Resorts," 1s. 1d., post free, from same address.

The advertisement columns of *The Journal of Education* ("Continental Schools and *Pensions*") may also be consulted with advantage.

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OCCASIONAL NOTES.

THE formation of a strong federation of secondary teachers is an urgent necessity. It is therefore good news that a preliminary meeting has been held to consider how such a federation can best be effected.

Federation.

We use the word *federation* advisedly. He would be a rash man who suggested a new association of secondary teachers. There are already several associations—strong, active, and firmly established. The best way in which secondary teachers can combine is by grouping into one whole the associations that now exist. This is an age of combination and co-operation. Individualism is neither dead nor dying; but the individual, if he wants the ear of the public, must speak through an organized association. In this age, too, the public is assumed to take an intelligent interest in the laws which govern the country. Each section of the people is expected to have its views and to express those views. The Board of Education, no less than the County Education Authorities, are not only concerned, but eager, to know the views of secondary teachers on points affecting secondary schools. But, as things are, no general expression of view is possible. To remedy this there must be a federation.

THE proposals that were laid before the preliminary meeting of which we have spoken have been in private circulation for many months. We have made no allusion to them, as the promoters of the scheme wished all information to be held as confidential. Now that the embargo is removed, we take the opportunity of expressing our regret that any attempt should have been made to keep the educational public in the dark. Such things are bound to leak out to an ever widening circle as the weeks pass on; the suggestion of secrecy inevitably breeds suspicion. If a proposal cannot stand criticism, it is a waste of time either to produce it or to keep it hidden. It is rare indeed to find a new proposal that is not attacked at the outset. We all tend to move so much in grooves that a new idea must be allowed time to make its due impression. The earlier the attack is begun the sooner the plan passes out of its first stage. We, however, do not join the attacking party. It must be abundantly clear to our readers that we shall do all in our power both to make possible united action for secondary teachers and to see that the plans put forward are good and sound. To make a mistake in the initial organization will be merely to add one more to the number of existing associations.

The Need of Publicity.

THE College of Preceptors is the one association of secondary teachers that possesses both a handsome home and solid investments. It is natural, therefore, to look to the College as the outward and visible sign of the Federation. Some alterations, not very important, in the charter under which it exists, and this institution might well become the Royal College of Secondary Teachers, holding such a position and wielding such an influence that no secondary teacher would like not to be a member. At present the College carries on effectively a number of examinations, but does little else in the educational world. At one bound it might take the premier position. This, so far as we understand it, is the proposal that has been discussed. In our opinion the College from a selfish point of view has much to gain from the change; from an unselfish point of view the members of the College would be willing to sacrifice—if any sacrifice were needed—some of their privileges for the sake of attaining an end of the first importance to all secondary schools whether public or private. The question the Council must ask is: Would it be advisable to amend the charter so that the College might really stand for secondary education as a whole? We hope the answer will be in the affirmative.

The Plan.

IF the College of Preceptors should prove willing to take the lead, then a Senate would be formed having two (or three) members elected by each of the federated bodies. We hope all bodies of secondary teachers will join the Federation. There should be no jealousy on the one hand, nor exclusion on the other. In our opinion it would have been far better if an invitation had been addressed officially to the secretary of each association, asking for representatives to attend the preliminary meeting. We have no idea how the persons invited were selected, but we understand that each was asked individually. Certainly not every association was represented by its natural spokesmen. We do not deal with the financial question—though we foresee difficulties here—because we consider it a detail to be discussed later. We venture to make two suggestions—in the first place, that the whole scheme should be made as public as possible; secondly, that, pending final arrangements, a joint Senate, with full powers to speak in the name of secondary teachers, should be at once formed by the election of three members from each association of secondary teachers.

Some Suggestions.

THE incoming President of the National Union of Teachers, in his address at the Portsmouth Conference, went at once to the heart of the matter, and, while reaffirming the Union's approval of the Education Act as a whole, demanded on behalf of teachers the two amendments needed to make the Act a charter of

Mr. Sharples on Religious Teaching.

national education—the public management, or management in proportion to the funds provided, of all schools; and the abolition of denominational tests for teachers. Mr. Sharples is as strongly opposed as any Roman Catholic can be to secular instruction. He holds, and we hold with him, that, if once the Bible is banished from the schools, it will soon become a rare book in the home. The vast majority of parents are perfectly satisfied with the simple Bible teaching which is now being given to nearly three millions of children (representing, as Mr. Sharples points out, all denominations) in provided schools. They trust the teachers, and the teachers have not abused their confidence. While the mother Churches are wrangling, the child (as in Solomon's judgment) is in danger of being cut in two. Like the late Mr. Rogers of Bishopsgate, Mr. Sharples adjures the nation to hang theology and get to business—to provide the money and machinery whereby trained and skilled teachers may lead the children to walk uprightly and to love the Book of Books, "leaving the subtler interpretations for riper years to be imparted by the ministers of their respective Churches." When will our clerical educators lay to heart the profound saying of Bunsen: "Every theological dogma must be expressed in terms of ethics if it is to affect our generation"?

THE Conference at Portsmouth passed—though not without considerable opposition—a series of sound resolutions on the subject of scholarships in elementary schools. There is now a widespread desire to abolish—or, at least, to modify very materially—the existing condition of competitive examinations for young children, and the resulting unhealthy establishment of scholarship classes for the cramming of candidates. An examination, largely oral, of children already selected by teachers and managers could easily be arranged. A limited number of scholarships might well be attached to each primary school, as only in this way will scholars in all schools have an equally fair chance. Greater publicity on the subject is needed, and the Conference urged all Local Authorities to prepare and circulate full information as to the scholarships available in the area. Another resolution called for a Parliamentary return of all moneys available for scholarships from elementary schools. Lord Londonderry and Mr. Morant had previously given their blessing to this proposal; so no doubt it will be carried out. It may be safely asserted, with reference to the award of scholarships, that on the whole the teacher will be more successful than the examiner in picking out the material that it will pay the country to educate.

Scholarships to Higher Schools.

ONE of the most urgent needs in the present chaotic condition of secondary education is the publication of a list of efficient schools in each area. Some years ago Mr. Sadler attempted an inquiry covering the whole country, and a very useful report was the result. The poverty of the Treasury, however, put an end to the scheme, and the work has been thrown upon Local Authorities. Many of these are now making an inquiry, more or less detailed, into the educational facilities of their area. Mr. Alfred Hughes, in his report to the Birmingham Committee, lays stress upon the necessity of a published list of schools giving all information that parents require to guide their choice. Such a list cannot be complete if private schools are omitted. We hope it will be possible for the Birmingham Authorities to conduct an inquiry of a suitable kind—one to which their proprietors would readily assent—into the private schools of the city. The compilation of such a directory of efficient schools is the first step to the proper organization of secondary education. Its publication is essential for the sake of parents.

Directory of Efficient Schools.

THERE is much to be said for the introduction of a study of general history into secondary schools; but it was not said by Dr. Emil Reich in his lecture reported in last month's *Educational Times*. The lecture was an exposition of the philosophical thesis that the study of the general must precede the study of the particular; but he never once stepped down from the starry heights of philosophy to the sublunary world of schoolmasters and schoolboys. There was not a hint of the correlative (not contradictory) axiom that teaching must proceed from the concrete to the abstract. Botany must begin with the study of the "flower in the crannied wall"; not with "Die Metamorphosen der Pflanzen." History must begin with Alfred and the cakes, with the parish council, the constable, and the tax-collector; not with "Die Erziehung der Menschen." "On the basis of geo-politics and psychology" is a mouth-filling phrase which Dr. Reich did not condescend to interpret. If he means that schoolboys should be taught less about the Wars of the Roses and the wives of Henry VIII., and more of Freeman's "Outlines of European History," we are with him. If he would introduce political philosophy and a smattering of Assyriology, Egyptology, &c., as school subjects, we prefer our present insularity, with all its limitations. But we frankly confess that, after reading the lecture twice, we can only dimly guess at what the lecturer does mean.

Geo-politics in Schools.

A HUNDRED AND FIFTY delegates, representing twenty-five Welsh Education Authorities, have met "to take counsel as to the best method of defeating the aims of an Act of Parliament." The words are those of Mr. Lloyd George, who, almost in the same breath, speaks of seeking the ways of peace. He also refers to the meeting as a council of war. It is a *pax Romana*, that is to say, that Mr. Lloyd George desires: he must dictate terms to the conquered foe. We go so far in support of the Welsh view as to agree that complete public control and the abolition of religious tests are essential. By this time even Mr. Balfour must be converted to this view. But we cannot accept the terms of a resolution passed at this meeting which affirms that no member of the teaching staff may give sectarian instruction and that no "right of entry" be permitted. Such claims, if persisted in, will make compromise impossible. The Welsh counties cannot be put down at the point of the bayonet; on the other hand, they cannot have it entirely their own way. The final result must be of the nature of a compromise, which, in our view, can best be obtained by permitting religious teaching during the school hours, such teaching to be given by a member of the staff when feasible; otherwise by the local minister or his representative.

War in Wales.

GOVERNMENT inquiries can have little result in Wales. There may well be ignorant and distorted views that pass for truth among the less well educated inhabitants, but facts are not really in dispute. The Government Commissioner at Carmarthen could do nothing but listen politely to a recapitulation of the facts on the one side which are not denied by the other side. The counsel for the County Council could do nothing but admit that his clients refused to maintain voluntary schools and ask the

Carmarthen.

Commissioner to give due weight to the reasons that induced the refusal to carry out the law: "they were men with thirty years' injustice behind them," and they had acted conscientiously. The Commissioner read his audience a nice little lecture on the neglect of duty and the possible danger incurred by the recalcitrant Councillors. The whole situation is comic. Every one admitted that no legal justification can be given by a Local Authority for its refusal to administer the law. This was all known beforehand. All the Commissioner can do is to write a report of the inquiry and lay it before the Board of Education. The report can have only one burden: "Carmarthen has not got a legal leg to stand upon; but you must go warily, as public opinion is sometimes stronger than legality."

The New Cross Institute.

"WE are actually being charged in local rates a sum of £1,000 a year for the privilege of spending out of our own pockets an annual sum of £10,000 a year" (*sic*). Such is the official explanation offered by the Goldsmiths' Company of their determination to close their Technical and Recreative Institute at New Cross. In fact it is the same plea of poverty that Churchmen have advanced for the relief of voluntary schools. Even a City Company cannot afford to enter into competition with a Council that can draw upon the rates. We cannot for a moment believe that such a popular and prosperous institution will be closed, and there should be little difficulty in coming to an arrangement with the County Council for handing over a going concern. Yet, even so, we cannot help regretting the abandonment of an independent experiment. There is a growing danger "lest one good custom should corrupt the world." The buildings at New Cross are handed over to the University of London. May they not prove a white elephant?

The Compromise.

NO sooner had Dr. Macnamara demolished the clauses of the Bishop of St. Asaph's Bill than a formal *démenti* appeared—the Bill had not been even drafted. It is little good to comment on rumours, and that is all we have to go upon at present. It seems, however, certain that Mr. Balfour will stand aside and that to the Bishop of St. Asaph will be left the duty of introducing a Bill that will aim at putting a stop to sectarian differences and enabling the Education Committees to concentrate their efforts on education. If the Bill is to be accepted by the country at large, the Church of England must be prepared with large concessions. The nation has really been aroused. The Churches and the teachers have spoken; the administrators have acted. It is the Church of England that blocks the way. We agree with the National Union of Teachers that religious education should not be taken out of the hands of the teachers. There is certain Bible teaching that all accept. Instruction in definite dogmas must be left to the Churches to provide—whether within or without the time-table is a minor matter.

Lord Curzon the Educator.

THERE was once a head master who, after listening to objections made by every member of the staff to a certain proposal, said quietly: "Well, gentlemen, we will try it, and you shall tell me next term how it works." There is something pleasant in the attitude of a strong man holding his own in spite of opposition. That Lord Curzon's proposed revolution in Indian education will cause a storm of criticism goes without saying. The whole organization, from village school to University, is to be remodelled. Education in India has been ten times more bookish than education in England. Lord Curzon is striving to put real life into the pedantic officialism. The immediate change that will raise the fiercest opposition is the temporary abolition of competitive examinations for entrance to the lower grades of the Civil Service. The charge brought against schools and Universities is that they were too completely concerned in cramming students for the State examinations. There are to be leaving examinations and certificates. The possession of the latter will be accepted as evidence of knowledge, and the opinion of the scholastic authorities will be taken as to the fitness of candidates for appointment on probation to posts in the Civil Service. Lord Curzon evidently recognizes that the teacher has a chance of gaining an intimate acquaintance with the taught.

Elementary Schools in Ireland.

THE publication of Mr. Dale's Report on the state of Elementary Schools in Ireland naturally produces in the English reader a glow of pharisaical pride. We have been so often abashed by the example of Germany, or Scotland, that it will raise our self-esteem to be told that Irish elementary school buildings are less palatial and less adapted to their object than English schools. In England it would probably be impossible to say of any school: "The only substitute for a lavatory is a tap, generally in a corner with sloppy surroundings," or to find a class-room packed with thirty children when the accommodation at 8 square feet of floor space per child would admit of eighteen only. But the point that strikes us as being most damaging is the statement that the buildings criticized have long ago been condemned by H.M. Inspectors. In one case the complaint dates back to 1874; "yet the school is still in use." People talk sometimes as if Inspectors were tyrants and autocrats; yet they are powerless in the face of an apathetic public. To put it briefly, England is just awakening; Ireland is still asleep—or was until Mr. Dale shook it. A whole sheaf of resolutions on the subject is now before the House of Commons.

St. Paul's Girls' School.

ST. PAUL'S GIRLS' SCHOOL has now been opened with a flourish of trumpets suitable to the magnificence of the scheme and to the lengthy period of its incubation. Girls have been badly treated in the past as far as intellectual education is concerned. There have been noted women of learning, but they were exceptions. Fifty years ago scarcely any provision existed generally for the education of girls. And the efforts of the pioneers have been greatly hindered by foolish opposition or by blank indifference. It is nearly thirty years since the proposal was first made that the Dean Colet Foundation should do for girls what it has so ably done for boys. Honour is due to Miss Buss, to Miss Beale, to Miss Emily Davies, and other untiring enthusiasts. The necessity for good girls' schools is now admitted. Education is becoming a matter of interest to the Local Councillor. He has realized that a good class of ratepayers will not settle in a locality that has no good boys' school; and he is beginning to see that the sisters must receive equal treatment with the brothers.

New Inspectors.

NO doubt the estimated deficit in the National Exchequer has been partly responsible for the delay in appointing an inspectorial staff under the control of Mr. Fletcher; and the same reason may account for the scanty number of the new Inspectors. They are three. Mr. J. W. Headlam, who has been acting for a couple of years as temporary Inspector. Mr. Headlam's special subjects are classics

and history, but he has spent much time recently in inspecting modern languages, including English. Since his Eton and Cambridge days he has been professor, lecturer, examiner, and Inspector; but he does not entirely fulfil the condition that an Inspector should have taught in secondary schools. The second name on the list, Dr. R. P. Scott, is too well known to our readers to need any word of introduction. Dr. Scott has a unique knowledge of the conditions of secondary education and he has been a teacher for twenty years. His special subject is said to be English literature. The third Inspector is Dr. Spencer, who passed ten years as a schoolmaster before he became professor at Bangor. His appointment last year to the Rectorship of the High School at Glasgow was noticeable as an unusual promotion for a modern language man. We feel sure that the four Inspectors—the Chief Inspector and the three Staff Inspectors—will gain the confidence of the head masters and governors of secondary schools. But they will surely require a large staff of assistants.

THE FIRST INTERNATIONAL CONGRESS OF SCHOOL HYGIENE.

THE first International Congress of School Hygiene was held in Nuremberg during Easter Week. The Congress was opened by H.R.H. Prince Ludwig Ferdinand of Bavaria—himself a Doctor of Medicine. The Prince's introductory address was followed by one from the President of the Congress, Prof. Griesbach, of Mülhausen, and by short speeches from the official delegates of the countries represented. These comprised all the European countries except Italy, Turkey, and Montenegro; and also the United States, some of the States of South America, and Japan. The first paper read was by Prof. Cohn (Breslau), on "What has the Ophthalmic Surgeon done for School Hygiene, and what remains to be done?" He laid great stress upon the inefficient lighting of schoolrooms as one of the principal factors in the production of myopia, and recommended that an oculist should be attached to every school.

The work of the Congress was carried on partly in general meetings held in the Apollo Theatre and partly in sectional meetings held in a large industrial school. In the latter building there was also a large exhibition of school apparatus, in which model desks and seats figured largely. In the sections the papers dealing with similar subjects were as far as possible grouped together; so that as a rule a special subject was discussed each morning or afternoon. Among the subjects dealt with in this manner were (1) The Best Methods of Physical Education.—Among the papers dealing with this subject was one by Dr. Clement Dukes (Rugby) on "The Organization of Physical Education." (2) The Importance of Medical Inspection of Schools.—Much stress was laid upon this subject. Papers were also read giving the methods and the results of the physical examination of school-children in various countries. (3) Sexual Difficulties in Schools. Dr. Oker-Blom (Helsingfors) and Dr. Schuschny (Buda-Pest) read papers on the importance of giving instruction in sexual hygiene in higher-class schools. Dr. Schuschny described how he carried this out in the schools in Buda-Pest under his care. (4) Dental Inspection of Schools.—Dr. E. Jessen described the system now in operation in Strassburg, where both dental inspection and treatment are carried out at the expense of the school authority. 97·5 per cent. of the children were found to have diseased teeth, and the subject of their proper treatment was one of great hygienic importance. (5) The Mannheim School System.—Dr. Sickinger, member of the Educational Board, and Dr. Moses, medical officer of the town, read papers describing the school system adopted in Mannheim, which excited a good deal of interest. The main novelty in this system lies in the fact that, besides the ordinary school classes and the special classes for mentally deficient children, now found in most educational centres, there is a third system of classes, the so-called *Förderklassensystem*. These are for children who without being mentally deficient are unable from various causes to keep up with the ordinary work of the school. These classes are run on lines parallel to the ordinary ones, and differ rather in the quantity than in the kind of work they require. The curriculum consists of only five or six standards instead of the seven or eight of the ordinary German school; the number of children in a class is smaller, being limited to thirty-five; special facilities are given for participation in any hygienic adjuncts to the school, such as baths, dinners, and holiday homes. These classes were found of special benefit in the case of anæmic, nervous, or poorly developed children, of those who had been absent from school on account of illness, and of those suffering from minor degrees of defective sight and hearing. In the discussion which followed the papers several speakers strongly condemned the Mannheim system, partly on the ground of over-differentiation of the scholars and partly because the chief reason given for the adoption of the system—viz., that a large number of children never reached the highest standards (40 per cent. in Berlin, 75 per cent. in Mannheim)—pointed rather to reform in the original school system than to the formation of a series of parallel classes.

On Saturday, April 9, the final general meeting of the Congress was held. Papers were read by Prof. Liebermann (Buda-Pest) on "The Duties and the Training of Medical Officers of Schools"; by Dr. Skvortzow (Charkow) on "The Importance of the Hygienic Standpoint in Education"; and by Dr. James Kerr (Medical Officer to the London School Board) on "What is most required in School Ventilation?" In this paper Dr. Kerr gave the results of numerous experiments he had made on the percentage of carbonic acid in the air of schoolrooms. The system of ventilation recommended for large schools was extraction by large fans running at low speed, warmed and moistened air to be admitted by inlets high up, outlets to be low down and to offer the least possible resistance. The paper was illustrated by lantern slides. Before the meeting closed, Sir Lauder Brunton gave a cordial invitation to all members of the Congress to attend the next meeting, which has been arranged for the year 1907 in London. Dr. Eichholz, on behalf of the Board of Education, cordially supported the invitation.

The social side of the Congress was by no means neglected. On the evening of the opening day a large banquet was held at the Hotel Adler, at which the greater number of the members were present. The German custom of sandwiching a couple of speeches between each course made the repast an extremely lengthy one, and was somewhat of an ordeal to digestions unused to such proceedings. The following evening the English members of the Congress entertained at dinner, at the Wurtembergerhof Hotel, the British Vice-Consul, Mr. Ehrenbucher, and the President of the Congress, Prof. Griesbach. A gala performance of the opera "Samson and Delilah" was given one evening at the Apollo Theatre, and, the night before the conclusion of the Congress, the members assembled in a large hall, and, sitting at tables adorned by the flags of the different nationalities present, listened to music and drank beer at the expense of the good town of Nuremberg.

Personally conducted parties were organized daily, both to view the antiquities of the town and to visit her modern institutions, and under both headings Nuremberg has many attractions to offer. Thus, while one party was groping through subterranean passages and shivering in horror before mediæval torture chambers, another was viewing all that is most up to date in a school or hospital; for in schools especially Nuremberg spends money in a way that makes us Londoners stand aghast. The new elementary schools have wide staircases, marble pillars, and white-tiled walls, the corners rounded off in the latest approved fashion. The desks used were dual, and admitted of tilting for cleaning purposes. Ventilation and warming were effected by air warmed by passing over radiators, delivered in an upward stream about 5 ft. from the floor and drawn out by bottom extraction. As most of the schools were empty, owing to the Easter holidays, there was not much opportunity of judging of the efficiency of the ventilation. The atmosphere, however, of the rooms where the sectional meetings were held left much to be desired.

THE BIRMINGHAM CONFERENCE ON THE TRAINING OF SECONDARY TEACHERS.

By E. H. STURGE, B.A.,
Vice-Principal of Cheltenham Ladies' College.

TIME: three o'clock on a Saturday afternoon in March. Scene: the examination room of the University of Birmingham, containing rows of desks, each with a sheet of examination paper upon it, awakening memories some pleasurable, some the reverse. But the examination days of most of those present are long past; for they are professors and tutors in the University, members of the City Education Committee, and masters and mistresses of secondary schools in the Midlands, who have met for a Conference on training. The reproach is sometimes brought against Englishmen that they are not interested in education and that teachers forget all about their work when once they are out of the schoolroom; but here was a large company—the majority of them men—many of whom had come considerable distances, devoting Saturday afternoon and evening to professional discussion.

The afternoon sitting lasted two hours and a half, and was

presided over by Sir Oliver Lodge, the Principal of the University of Birmingham, a man of fine presence, curiously like the late Lord Salisbury in appearance, genial, humorous, and full of strong common sense. With him enter various Aldermen and Councillors, the Hon. W. N. Bruce (Assistant Secretary for Secondary Education to the Board of Education), Mr. A. E. Fletcher (Chief Inspector of Secondary Schools), and other experts. Few of these took part in the discussion, to the disappointment of some of those present. Perhaps, if they had acted as examiners and insisted on replies to definite questions being written on the aforementioned examination sheets or given *viva voce*, our ideas might have cleared themselves and the Conference have resulted in some definite expression of opinion on the subject of discussion. This was the training of secondary teachers—(i.) To what extent it is to be carried out: (*a*) in training colleges, (*b*) in the schools. (ii.) How far such training must depend on Government aid.

Sir Oliver Lodge opened the proceedings by welcoming those who had so cordially responded to the invitation sent out by the organizing Professor of Education in the University for a joint Conference of schools and Education Authorities. He regarded the provincial Universities as the natural centres of education for their districts, and the natural leaders in attempts to deal with the many complicated educational problems now before the country. After stating some of these problems, he called on Mr. F. J. R. Hendy, of Bromsgrove School, to open the discussion.

In an interesting and vigorous address Mr. Hendy said that reform depended on thinking scientifically and that the training of secondary teachers hitherto had been deficient in that respect. Training in theory and practice should, if possible, be concurrent; for training is part of technical education, teaching being an art and necessarily practical. Theory and practice should be tested one against the other. Practical work in a school during the year of training should be continuous for at least a term; for, while it is comparatively easy to give a good single lesson, the planning out of a course of lessons is important, and the real test of success is whether, after such a course, the pupils have learned to think more clearly and consecutively or attained some definite amount of information. Where the theoretical and practical training cannot be concurrent, theory, he thought, should precede, and in the division of the year the maximum of time should be given to the theoretical work; for, if a man is set on sound lines, he has the rest of his life to practise in.

After mentioning and criticizing some of the existing training colleges, the speaker urged that the theoretical and practical training ought to be in the same hands, and that eventually practising schools of varied types must be started, with a full staff of experts besides the student-teachers. Such schools are said to flourish in America; and if in England parents hesitated to send their children to them, the inducement of lower fees might be held out.

Of the ways in which Government aid might be given, whether to the Universities by endowments for professors of education or to students in the form of scholarships, he preferred the former.

An animated discussion followed, among those taking part being Sir Oliver Lodge, the Head Masters of Shrewsbury and Malvern; Dr. Talbot, Provost of Denstone; Miss Ottley, of the Worcester High School; Mr. Cary Gilson, of King Edward VI.'s School, Birmingham; and Canon Sewell, of the Gloucestershire County Council. The four women who spoke were convinced of the value and necessity of training, and it would appear that men are coming round to it, though in some cases slowly and reluctantly. Schoolmasters have generally been educated themselves in public schools and at the Universities under men who were masters of their subject, and often teachers of genius and of inspiring personality, and all the great schools have handed on traditions of sound learning and good methods. Until recently comparatively few women had such advantages, and the consciousness of lack of system and thoroughness in their own education made those who aspired to be teachers in the new type of schools for girls ready to welcome opportunities of training. It may be, too, that women are less self-confident or more conscientious than men, and, not being so much bound in educational matters by tradition, feel more compunction about learning their business at the expense of their pupils.

However this may be, it was from men that in this discussion we heard the old fallacies that a knowledge of psychology is of no use to teachers, that training destroys originality, and that the aim of education is not learning, but character—as though they were opposed to one another.

A few speakers seemed to be entirely satisfied with our public schools as they are, but on the whole there was agreement that some professional training would improve even a born teacher and save the lamentable waste of time and of power that goes on in schools while the average young teacher is feeling his way empirically. Some knowledge of theory—defined by one speaker as generalized experience, the advice given by the expert to the novice—and some acquaintance with the history of education may save him from many futile experiments and give him confidence in using methods that have theory as well as practice to support them.

The main difficulty is to devise schemes whereby technical skill may be acquired by the young teacher without sacrificing pupils. The heads of good secondary schools are often unwilling to admit training-college students into their schools except as lookers-on; and naturally so. For they are responsible to the parents, and cannot hand over a class to an inexperienced teacher to practise upon. It must disorganize the school work if students come for a term only for their own benefit rather than that of their pupils, and under the direction not of the head, but of their own master or mistress of method. In the case of women the difficulty has been overcome to some extent by the training college being worked in close connexion with a large school under the same management, the students assisting the regular staff and working strictly under their supervision. For obvious reasons this plan is less suited to men. The relation of the students, neither prefects nor masters, to the school discipline and government would be anomalous, and the ordeal of criticism from both masters and boys would be somewhat severe.

The Orders in Council relating to the registration of teachers distinguish between the year of training, reduced in certain cases to two terms, and the year of probation. Regulation 3 of the Schedule to these Orders requires of each candidate for Column B that he must have spent at least one year of probation as a teacher at a "recognized" school, not being an elementary school, and must satisfy the Registration Authority that he has shown fitness for the teaching profession. During this year he is evidently intended to teach under supervision, but he will be on the staff and have real authority and responsibility. He will probably stay on in the same school after the period of probation, and it is therefore worth the while of the head and his colleagues to take pains to train him and initiate him into the traditions of the school.

For the preliminary training we would plead for elasticity. Let there be training colleges of various kinds, adapted to men of various ages and attainments and ambitions. Or, rather, since it is of mutual benefit for men of various kinds to meet and work together, let the training colleges not be too rigid, but adapt their methods to the different students. Where the training college is an integral part of a University, let the theory be put in the forefront and the students be encouraged to read widely in psychology and philosophy. The students do not come to the theory wholly unprepared to profit by it; for all have been taught themselves and have probably had experience of both good and bad methods of teaching. Experts in different subjects may lecture to them on methods, and the master of method will accompany them in visits to schools, give them model lessons, and revise their own notes of lessons and plans of courses.

A good deal of technique may be learned without pupils at all or before an audience of fellow-students, and such points as right voice production, clear and pleasing enunciation, correct attitude and manner, legible and rapid writing on the blackboard, and the proper use of the board and of diagrams without turning his back on the class, should all be practised by the teacher before he comes in contact with pupils directly. Some practice may be gained in Sunday schools or clubs or evening continuation schools, and might not students occasionally be sent out "on supply" to neighbouring schools as substitutes for teachers who for any reason are absent from their posts?

The students might also practise to some extent on one another. Probably each has some strong point or some subject

to which he has given special attention, whether history or literature or some language or branch of science. Those who knew the subject might listen as critics while to the rest the student gave a short course on graphs or geography, geometry, or German or Italian. Some degree of confidence and experience might thus be gained, and mistakes in preparation or presentation be rectified then and there, as they cannot be before children. Fellow-students might help one another by asking for an explanation of difficulties, to test and call out power of explanation and readiness and resource in illustration; and, entering into the spirit of the thing, some might even test their comrade's skill in maintaining discipline.

In some of these ways enough practice might be gained to pass the examination in practical efficiency, and to test whether the candidate will ever make a teacher at all. As Prof. James observes in his delightful "Talks to Teachers on Psychology," "Ingenuity in meeting and pursuing the pupil and tact for the concrete situation are the *alpha* and *omega* of the teacher's art"; and these qualities neither theory nor practice can develop in one who has not the germs of them. But, granted that he has not mistaken his vocation, and that he has attained to a degree or "some other approved standard of general education," without which he ought not to be admitted to the training college, the student may gain a great deal from the study of the theory, history, and practice of education to fit him for the real work of teaching.

Much depends on the personality of those who carry on the work of training, and it is to be hoped that more of the right type will devote themselves to it—men and women of wide outlook, familiar with foreign as well as English methods, with a thorough grasp of theory and of proved excellence as teachers. Above all, they must be able to inspire the students with enthusiasm for their profession and high ideals of work and duty. It would be a fatal mistake to devote the training time to the mere getting up of facts and theories in preparation for the professional examination, or to the laborious preparation of lesson notes and mechanical details. The students must have time to think as well as to read, and must be interested in their reading so that they will continue it afterwards. They must be trained in the principles on which the art of education is based, and study the application of knowledge to life. The purpose of the training is not only, or mainly, technical skill, and, far from turning out mechanical teachers all of one pattern or setting them all in one groove, it seeks to make each "find himself," and go forth with sympathy and insight, courage and hope, to his task of helping to form character and to educate completely. There is infinite scope for individuality in translating ideas into action and dealing with complex human beings.

No space is left to tell of the second discussion at the Birmingham Conference—that in the evening, on the relative weight to be given to the humanities and to science in the various stages of secondary education. In truth, it was somewhat disappointing, and the chief impression one brought away was that all early specialization should be avoided.

FATIGUE.*

THE subject of fatigue possesses an interest for all persons, as a matter of subjective experience; for those who are engaged in education it has a double interest, influencing also the objects of their work. Prof. Mosso has given attention to the subject of fatigue during many years, and has presented the results of his experiments, his reading, and his thought, in a small volume, popular in style, which has been translated into English by Margaret Drummond, M.A., and by W. B. Drummond, M.B., an Edinburgh physician. The translation is admirably done: it is accurate, but sufficiently free to prevent any jar upon the reader. Since it is the custom in England for the chief share of intellectual work to fall on the female partner, as it is in the case of manual work among the natives of South Africa, we may reasonably congratulate the lady on the excellent result. The book is instructive and interesting, but the reader will be wise to take it a section at a time. The scientific work of the Italians has lately risen high, as it did in the seventeenth century; but the art of writing a popular account of a scientific subject is far more difficult than is the task of describing it for scientific men. Prof. Mosso has looked at his readers through himself, instead of endeavouring to look at the subject from their position. The result is that his personality becomes rather wearisome after the first few chapters. But to an earnest reader this will not be of much consequence.

The watchword of modern physiology is "precision." It has been made possible by what is often called the "Graphic Record." Indeed this device, by rendering precision possible, is largely responsible for the endeavour to make physiology an exact science. For instance, this book would never have been written but for this immense aid to science. For those who have not studied practical physiology, we may say that what has revolutionized physiology is simply a rotating cylinder, rotating quickly, and covered with smoked paper. A light lever traces a white line on the moving surface, and this both records and is made to magnify the movement communicated to it. Clock-work moves the cylinder, and, if two levers write simultaneously, a difference in time of 1-500th of a second between two events which seem to the eye simultaneous is recorded with exactness. The precise estimation is obtained by a tuning-fork, which writes its vibrations on the paper, at the same time, in a wavy line, the space between the tops of each two waves representing an absolute period of time. The time is measured with precision, and also the character of the movement, its form and degree, are indicated by the tracing made by the lever attached to the moving part.

The first point considered is the careful investigation, by this method, of the inability of tired muscles to go on working—a fact with which every one is familiar from personal experience. This is preceded by a chapter on a subject which furnishes a remarkable illustration of the fact—the migration of birds. In spite of their marvellous strength on the wing, and power of endurance, if the conditions are adverse, many fall and die on the way. The diminution of the strength exerted by muscles after repeated contraction can be demonstrated in man by the curves traced by a contrivance which Mosso has devised, and calls the "Ergograph." It consists of a lever, such as has been mentioned, which records on a cylinder the strength exerted by a finger in raising a given weight. The steady diminution of the energy is represented in an instructive figure, which presents the curves that were thus traced, lower and lower, as the exertion exhausted the muscles. On what does this diminution of energy depend? The source of energy is known to be chemical processes in the living substance of the muscle; so that the chemical tension existing in the complex organic compounds, which is of the nature of latent energy, is released as motion and mechanical force. In this process, the complex compounds form simpler bodies with the aid of the oxygen conveyed to them by the blood. In repeated effort, the material of the muscle is used up more quickly than it can be renewed by the vital nutrition which is always going on. Doubtless this exhaustion is the chief factor in fatigue; but it is not the only one, as the author shows in a later part of the book. If a muscle of a frog's leg—a frog recently killed—is stimulated by electricity repeatedly, in quick succession, the contractions get feebler and feebler until at last they can no longer be obtained. If then pure water is injected into the artery and allowed to pass through the muscle, in a short time the power of contraction returns, in some degree, and lasts for a short time. Since pure water cannot renew the used-up constituents of the muscle, the return of energy can only be due to the removal of something by the water, and it is assumed that the chemical substances, which are produced during activity, have a deleterious influence upon the contractible structure: they act as poison to it. The water clears these away, and then some further activity is possible. It is probably to this toxic product that the sense of fatigue in muscles is due—at any rate, in part.

But individual consciousness of fatigue, if thought of, will inevitably suggest that the complex sensation thus designated is far wider than the muscular system. After mental work the brain feels tired: there is less inclination for intellectual work,

* "Fatigue." By A. Mosso, Professor of Physiology in the University of Turin. Translated into English by Margaret Drummond, M.A., and by W. B. Drummond, M.B., F.R.C.S., &c. (Price 4s. 6d. Swan Sonnenschein.)

and it can be done less well. This is also the case after much muscular exertion. This part of the subject is of special importance for those engaged in education. Physical exertion means work of the brain as well as of the muscles. Muscle is stimulated from the brain, and on this depends the precision of degree, and the accurate combination, of action needed to produce a given motion. How much the brain must be used in many so-called "games" will be obvious on a moment's thought. Besides the direct brain fatigue, the results of muscular activity which are passed into the blood are not only harmful to the muscles, but, being carried to all parts of the system by the blood, hinder also the action of the brain. Moreover, the action of the brain produces similar chemical substances, no doubt in far slighter amount, but probably even more deleterious to its function. The nerve elements are peculiarly sensitive to such substances, and their action is probably more readily hindered by the results of their activity than is that of the muscles. Not only are most parts of the brain associated in action, but the blood carries, to all parts, whatever is injurious which it may contain, as well as the nutritive substances that renew the vital energy of the nerve substance.

Thus we can understand one fact which all concerned in education should lay to heart—that all muscular work, beyond moderate limits, interferes with the function of the brain, until such a time has passed as allows the used-up, injurious material to pass out of the body and the nerve elements to renew the necessary molecules which they have lost during the activity. The obvious inference is that no boy after a long game of cricket, or a long run, ought to be expected to do any strenuous mental work. This is perhaps the chief practical lesson to be learned by teachers from Prof. Mosso's book.

The later chapters are devoted to the more direct effects of mental work: to Attention and its Physical Conditions, to Intellectual Fatigue, to Lectures and Examinations, to the Methods of Intellectual Work, and, finally, to the subject, so well known to us, of Over-pressure. This region, all-important as it is, does not yield itself to experimental record. The effort of the author to interest his readers by the experience of his friends and himself is abundantly exemplified in the long chapter on Lectures and Examinations, which occupies no less than fifty pages, and consists chiefly of varied observations, all of which teach much the same lesson.

Not only does muscular exertion induce physical exhaustion and also cause relative mental disability; it produces also the familiar feeling of "fatigue." It is a definite sensation, constant, although perceived more intensely if an attempt at fresh exertion is made. The same is true of the brain. After mental exertion there is a vague—very vague in character, but also very definite—sensation of brain fatigue. The origin of this sensation of weariness in the muscles or the brain, as distinguished from the induced disability, is one of the many things connected with fatigue that we have to guess at. Besides motor nerves there are sensory nerves to all muscles. Of their existence we are normally unconscious, although a sharp pinch will enable us to realize their existence and their sensory function. Probably the chief element in the local sense of muscular fatigue is the effect of the products of action on these afferent nerves. The prolonged duration of the feeling may be due to the fact that portions of the muscular fibres are enclosed here and there in capsules, in which alone the sensory nerves end (or begin). In these capsules the products of work may be retained for a long time, and there they act, for long, on the sensory nerves, causing the special sensation of fatigue, until at last they slowly pass away after the rest of the muscle has had its energy renewed by the nutritional processes for which rest is necessary.

Regarding the origin of the sensation of brain fatigue after intellectual work we know almost nothing. The form it takes varies in each individual, and is severe or slight according to personal idiosyncrasies. The late G. H. Lewes once wrote of "those eupeptic individuals to whom digestion is nothing but a name," and there are some rare persons to whom the sense of fatigue is said to be almost unknown. Such a man may be compared to a railway on which, while many trains are running, there are no signals. Whatever may be the nature of fatigue, to the average man it is a warning. It is a sign to shut off steam, and, if on a declivity, put on the brake.

Our analogy, however, fails us for the many who are too sensitive, whose signals are too readily raised, who feel too much, and whose life thereby is made one long discomfort. There are such individuals—not few—who are too readily conscious of the feeling of fatigue, who need to strive to be inattentive to sensations produced with ever greater facility, because the centres of the brain become too sensitive by habit. But to speak of them would carry too far this notice of an interesting and instructive book.

JOTTINGS.

"L'ESPRIT DES AUTRES."—If in doubt about the genesis of a story, the established rule is to ascribe it either to Talleyrand or Sydney Smith. Historical accuracy is of little consequence, but is is possible for perverse ingenuity to rob a story of all its point by attributing it to the wrong author. Some years ago we recorded in "Jottings" he humorous answer of Mr. Walker of St. Paul's to the mother who, before sending her son there, was anxious to know about the social standing of pupils' parents: "Madam, so long as your son behaves himself and does his work, no questions will be asked about his parents." The *Westminster Gazette* transfers the story to Lord Normanby and his junior House of Lords at Mulgrave Castle!

THE *South Wales Daily News* of April 14 last, in a leader dealing with the eating of horseflesh by German workmen, says: "The British worker, to parody the famous *cave canem*, must *cave equem* [*sic*]—beware the horse." This reminds one of the edltor who, seeking to depreciate a certain speech, said that it contained not "*multum in parvo*, but *parvo in multum*."

THE following gleanings from a Transvaal school Scripture examination on Exodus may provide a moment's diversion:—"Who said: 'This is the finger of God'?—Moses said this when he appeared before Pharaoh with his rod in his hand? Explain 'I am that I am.'—This means 'I am nobody else than myself' [an explanation perhaps hardly orthodox, but not lacking in sense]. What is meant by 'a land flowing with milk and honey'?—This means 'a land where there was nothing to eat but milk and honey.' What do you know about the 'Burning Bush'?—Cannenlight. [This answer is interesting phonetically as well as psychologically.] What do you know of the writing of the ancient Egyptians?—They used Sandscript because it was written on Sandstone. [Is this the boy's fault or the master's?] What do you know of the Song sung by Moses after the crossing of the Red Sea?—Moses sang 'Home, sweet Home!'"

THE Edinburgh Summer Meeting, August 1–27, will this year deal with the study of "Central Scotland, its Natural and Historic Interest." The opening address will be given by Sir John Murray. Particulars are promised later.

THE Committee of Inquiry into the subject of "Physical Deterioration" will report soon, according to Sir William Anson, who hopes that the country will then find itself in possession of the causes of the evil and of a practical remedy. Sir William further hopes to establish a machinery by which a complete physical census may be taken once in ten years.

LORD MEATH is meeting with a fair amount of success in his untiring efforts to bring about a general celebration of Empire Day. Perhaps it will be no bad thing if our insular conceit is weakened by being spread over a wider area.

SIR GEORGE KEKEWICH has become a member of the Middlesex Education Committee. Shall we see Middlesex joining the Welsh rebels?

WE are accustomed to figures showing that the average attendance at school is from 80 to 90 per cent. of the children enrolled: and this average seems satisfactory. But viewed in another way it is startling. The attendance officers in Manchester state that seventeen thousand children in that city are not attending school at all. This is a small percentage of the whole; but it is no small matter to think of the thousands of illiterates thus escaping compulsory education.

DR. GOW, in the course of a lecture to parents on "Choosing a Boy's Career," remarked that the teaching profession was now undermanned, and that a first-class man could hardly be got for love or money. The mistake is that governing bodies do not offer the money, and teachers cannot live upon love.

THE Medburn Street Schools, which have won an excellent reputation in London, are now named the Stanley Schools, in commemoration

of the labours of Lord Stanley of Alderley upon the London School Board.

IT is stated that about 40 per cent. of the children in the New York public schools wear spectacles.

SIR WILLIAM COLLINS has been elected Chairman of the London Education Committee, and Mr. J. Shepheard Vice-Chairman.

MR. CHESTER B. MARTIN, of New Brunswick, is the first Cecil Rhodes Scholar from Canada.

THE Middlesex County Education Committee has offered to pay one-half the fee charged by the Board of Education for the inspection of private schools. As the fee is only £5 per fifty pupils, no school need now refuse inspection on account of the cost.

THE REV. E. W. WATSON, of St. John's College, Oxford, has been elected Professor of Ecclesiastical History at King's College, London.

UNIVERSITY COLLEGE, READING, announces a course of instruction in poultry-keeping.

MR. SIDNEY SKINNER, of Christ's College, Cambridge, succeeds Mr. Tomlinson as Principal of the South-Western Polytechnic, Chelsea.

ONE of the London Borough Councils (Holborn) has ordered the distribution of a leaflet containing advice upon the feeding of infants. Among other things, it is recommended that babies should not have meat, beer, spirits, cheese, pickles, pastry, or nuts. There can be no doubt that school work is made more difficult by the improper feeding of young children.

LORD KELVIN, "the greatest scientist of the day," has been elected Chancellor of Glasgow University.

THE National Union of Teachers numbers 50,650 members. The income for the year was £24,519.

THE arrangements for the advanced instruction of plumbers have now been completed at King's College, London. It is hoped to train a number of capable instructors.

FOLLOWING upon Sir William Anson's announcement in the House, a circular has been issued by the Board of Education stating that the annual grants toward the cost of educating pupil-teachers will be £4 and £6 instead of £2 and £3. The additional grants will become payable from August 1 of this year.

THE London Chamber of Commerce has decided to add the Dutch language to the subjects of examination for Junior and Senior Certificates.

THE latest Blue Book issued by the Board of Education contains statistics in reference to elementary education. Twenty new schools have been opened during the year; and the whole number now stands at 20,173. Of these 5,965 are Council schools and 14,208 are voluntary. The Church of England accounts for 11,658 of the voluntary schools. The total accommodation provided is for 6,783,123 children —in Council schools 3,065,562; in voluntary schools 3,717,561. This latter figure shows an increase of over 100,000 during the year. The total number of scholars on the registers is 5,975,127. This represents nearly 18 per cent. of the population. The average attendance is 5,037,498, or 15 per cent. of the population and 84 per cent. of the numbers on the registers. The total annual grant is £5,493,402. The number of men and boys employed in teaching is 36,986, of whom 26,296 are certificated; the number of women and girls 120,301, of whom 44,610 are certificated.

AFTER an inquiry held at Hayward's Heath the Board of Education has given its decision in favour of a Council school. A determined effort was made by the Church party to establish a voluntary school.

AN influential deputation from the Provisional Committee of the Conference of Education Committees waited upon the Board of Education last month to urge that compulsion should be laid upon all Local Authorities to train teachers in proportion to their schools, and the old state of affairs should be continued for two years to allow of proper arrangements being made for introducing the new regulations. Mr. Morant, in reply, rather scouted the idea of compulsion, and on the other point reserved judgment.

IT is stated that the Mayor of Tunbridge Wells is going to join a motor-car class at the local institute. These well meaning students, who come "pour encourager les autres" and to give a patronizing pat on the back to evening classes, are a great nuisance to the instructor.

THE London School Board has had to pay a month's salary in lieu of notice to a teacher who sued on the ground of wrongful dismissal.

THE Treasury has appointed a Committee to consider the allocation of the proposed increased grant to University colleges giving an education of University standard in arts and science. Mr. Haldane is the Chairman.

THE owner of Audley End has exercised his patronage wisely in appointing to the Mastership of Magdalene College, Cambridge, the Rev. S. A. Donaldson, who has been a Master at Eton since 1878. The late Master, Lord Braybrooke, filled the office for nearly half a century.

SIR W. ANSON'S Bill to bring to heel the recalcitrant Education Authorities in Wales passed the first reading on the 26th ult., and we must reserve our comments till next month. It has, at any rate, the merit of simplicity. The Board of Education will finance all voluntary schools that are left in the lurch, and reimburse itself from the Parliamentary grant.

INCORPORATED ASSOCIATION OF ASSISTANT MASTERS.

[*The Executive Committee of the Council of the Assistant Masters' Association, in accordance with a resolution passed on December* 8, 1900, *adopted as a medium of communication among its members* "The Journal of Education"; *but the* "Journal" *is in no other sense the organ of the Association, nor is the Association in any way responsible for the opinions expressed therein.*]

OUR members will have noticed the changes that have taken place in the *Circular*. With a view to make the appearance of the front page somewhat more presentable, notices of meetings and the like have been moved to an inside page, with an indication on the front page as to their whereabouts. But the most important change is the step taken in appointing an Editor. The Association is so fortunate as to obtain the services of the late Secretary of the Press Sub-Committee. Doubtless, under his supervision, our *Circular* will become more interesting. It is hoped, too, that it may become more useful, and, with this end in view, it is intended to issue the *Circular* at regular dates—namely, on the 15th of each month during term.

While the Press Sub-Committee has worked on the development of the *Circular*, the Legal Sub-Committee, in the time it can spare from the consideration of appeals for advice and assistance, has completed a piece of work taken in hand early in 1903. It was decided at that time that the "Pamphlet of Legal Information" issued by the Association was in need of revision, and the matter was referred to the Legal Sub-Committee. By the generosity of an anonymous friend, the Sub-Committee was enabled to obtain the services of a barrister who knows our profession from the inside, and a very careful revision has been made. The pamphlet can be obtained from the General Secretary, post free, for 6d. The work of this Sub-Committee shows that in schools under the control of a Local Authority there is a tendency to introduce a method of payment that frequently leads to hardship. The assistant who serves for one term or one year and then leaves is often deprived of his full proportion of salary by the custom of monthly payments. Is it not possible for Local Authorities to take school customs as to payment as they find them, and secure for their assistants a full year's pay for a complete school year of work?

One sometimes hears a grumble that the control of the Association is too much in the hands of London members. From the circumstances of the case a large proportion of the Executive Committee must be London members, and, although they are elected by the Council, representing the Association as a whole, this always tends to lend support to the grumble. If for no other reason, then, our members welcome the invitation from the West Riding Branch to hold the September General Meeting in their district. Our northern branches are strong and very active, and we ought to get a thoroughly good meeting. Many of us down South already look forward to a taste of Northern air and the tonic of Northern energy; and the men of Lancashire and Cheshire, of the East Riding and of the North-eastern counties will doubtless send large contingents. There will, one would think, be plenty of material for discussion both by the Council and by the General Meeting.

In connexion with pensions an interesting point has been raised by the Parliamentary Sub-Committee, and has been made the subject of a question in Parliament. The time spent by a certificated elementary

teacher in the service of a pupil-teacher centre counts towards his pension: as pupil-teacher centres are now ranked as secondary, and as under new conditions pupil-teachers will largely pass through ordinary secondary schools, it would seem that the teacher trained for elementary schools will count towards his pension the time spent in the service of secondary schools. The case for a general scheme of pensions for secondary teachers is strengthened.

It is hoped that London members will not forget, during the summer months, the meetings at the Bedford Head that finished so successfully in March. It has been decided to continue the meetings, resuming in October, and the work of organization will be in the hands of a small Committee representing the Association and those welcome visitors who have helped so largely to make the meetings a success.

BOOKS OF THE MONTH.

Classical.

The Homeric Hymns. By Thomas W. Allen and E. E. Sikes. Macmillan, 10s. 6d. net.
Quintus Curtius Rufus IX. 1–5. By H. B. Cotterill. Blackie, 1s.
New Latin Grammar. By Allen and Greenough. Ginn, 5s.
Myths from Pindar. By H. R. King. G. Bell, 2s. 6d. net.
Tacitus: Annals XIII.–XVI. By Furneaux and Pitman. Clarendon Press, 4s. 6d.

Drawing Cards.

Nature Drawing Cards. By Frank Steeley. Bacon: 24 in case, 2s. 6d.
Brushwork and Design Cards. By Frank Steeley. Bacon: Part I., 12 cards elementary, 1s. 6d.; Part II., 16 cards advanced, 2s.

English Annotated Texts, Readers, &c.

British History in Periods. Blackie, Book IV., 1s. 4d.; Book V., 1s. 6d.
Complete History Readers. Blackie, No. 1, 10d.; No. 2, 1s.
Scott: Kenilworth. By Wm. Keith Leask. Blackie, 1s. d.
Bell's Reading Books. Scott: Woodstock. 1s.
The Story of the East Country. By E. S. Symes. Edward Arnold, 1s. 6d.
Bacon: Essays I.–XX. By A. F. Watt. Clive, 1s. 6d.
Macmillan's Globe Geography Readers. By Vincent T. Murché. Senior: Our World-Wide Empire. 2s. 6d.
Junior Country Reader. By H. B. M. Buchanan and R. R. C. Gregory. Macmillan, 1s. 2d.
Chaucer: Prologue and Squire's Tale. By A. J. Wyatt. Clive, 2s. 6d.
Notes on the Composition of Scientific Papers. By T. Clifford Allbutt. Macmillan, 3s. net.
Everyday English. By Jean Sherwood Rankin. Educational Publishing Co. (Boston, U.S.A.): Book I., 50 cents; Book II., 60 cents.
Laws of Health. McDougall, 6d. net.
Routledge's Ludgate Story Readers. Introductory Story Reader, by R. R. C. Gregory, 6d.; Book I., Tales from Maria Edgeworth, &c., 8d.; Book II., Stories by Mrs. Sale-Barker, 10d.; Book III., The Story of a Wolf (Butt), &c., 1s.; Book IV., Stories from Andersen and Grimm, 1s. 3d.; Book V., Martineau's Feats on the Fiord, 1s. 6d.; Book VI., The Boy Cavaliers (Adams), 1s. 6d.
Routledge's Ludgate Standard Authors Readers. I., Stories of Ancient Greece (Hawthorne); II., Children of the New Forest (Marryat), III., Our Village (Mitford); IV., Don Quixote. 1s. 6d. each.
Routledge's Ludgate Nature-Study Readers. Edited by J. C. Medd. Books I. and II., 1s. each; Book III., 1s. 3d.; Frank Buckland Reader, 1s. 6d.

History and Biography.

Bell's Miniature Series of Musicians.—Handel. By Dr. W. H. Cummings. Mendelssohn. By Vernon Blackbury. G. Bell, 1s. net each.

Mathematics.

Elementary Geometry, Part II. By Cecil Hawkins. Blackie, 2s.
Annals of Mathematics. Parts for January and April, 1904. Longmans, 2s. each.

Miscellaneous.

Old Testament Bible Stories. By Richard G. Moulton. Macmillan, 1s. 6d.
New Testament Bible Stories. By Richard G. Moulton. Macmillan, 1s. 6d.
The Life of Our Lord and Saviour Jesus Christ simply told for Children. By Mrs. Paul Chapman. Frowde, 2s. net.
Among the Garden People. By Clara D. Pierson. John Murray, 5s.
Sir Thomas More's Utopia. By J. Churton Collins. Clarendon Press, 3s. 6d.
Monument Facts and Higher Critical Fancies. By A. H. Sayce. Religious Tract Society, 2s.
The Secret of Herbart. By F. H. Hayward. Sonnenschein, 2s.
Poems of Burns. Cassell's National Library, 6d.
Day Book from the Saints and Fathers. Methuen's Library of Devotion, 2s.
Under Suspicion. By Adeline Sergeant. Methuen, 6s.
Political Economy. Gide and Veditz. Heath, 7s. 6d.
Rossetti. By Arthur C. Benson. English Men of Letters Series. Macmillan, 2s. net.
Memoirs of Dr. Priestley, reprinted from edition of 1809. H. R. Allenson, 3s. net.
Roman Hayling. By Talfourd Ely. Taylor & Francis, 5s. net.
Friends of the Olden Time. By Alice Gardner. Edward Arnold, 1s. 6d.
Ruskin's Lectures on Art. George Allen, 3s. 6d. net.
Against the Metric System. By Herbert Spencer. Williams & Norgate, 3d.
The Sermon on the Mount. By the Lord Bishop of Worcester. John Murray, 6d. net.
L'Orgueil Humain. Par Ernest Zyromski. Armand Colin, Paris, 4 fr.
The Fourth Dimension. By C. Howard Hinton. Sonnenschein, 4s. 6d.
Little Quarto Shakespeare: All's Well that ends Well; The Winter's Tale. Methuen, 1s. net each.
Made of Money. By Dorothea Gerard. Methuen, 6s.
Thackeray: Fitz-Boodle Papers. Macmillan, 3s. 6d.
Board of Education: Statistics of Public Elementary Schools, &c., 1902–3. Eyre & Spottiswoode, 3½d.
Life of Jesus. By Ernest Rénan. Watts, 6d.
Irish University Education: A Plea for Fair Play. By William Delany, S.J. Browne & Nolan, 6d. net.
Rural Schools in the Central Provinces, India. By H. Sharp. H. S. King, 1s. 4d.
Days with Sir Roger de Coverley. Illustrated by Hugh Thomson. Macmillan, 2s. net.
Rulers of Kings. By Gertrude Atherton. Macmillan.
The Philosophy of Education. By H. H. Horne. Macmillan, 7s. 6d. net.
The War in the Crimea. By General Sir Edward Hamley. Seeley, 6d.
Erasmus: Concerning Education. By William Harrison Woodward. Cambridge Press, 4s. net.
Religion, its Origin and Forms. By J. A. Macculloch. Dent, 1s. net.
Letters of Lord Acton to Mary Gladstone. George Allen, 15s. net.

Modern Languages.

Musset: Fantasie. Il faut qu'une Porte soit ouverte ou fermée. By W. F. P. Prior. Blackie, 8d.
Book of German Songs with Music. Collected by Oswald B. Powell. Blackie, 6d.
Schiller: Der Neffe als Onkel. By Rev. H. J. Chaytor. Blackie, 1s.
Ludwig: Zwischen Himmel und Erde. By E. S. Meyer. Heath, 2s. 6d.
Italian-English and English-Italian Dictionary. By Edgren, Bico, and Gerig. G. Bell, 15s.
Sainte-Beuve: Portrait of Molière. By Dorothea C. Bedford. Blackie, 4d.
Grammar of Old English. By Sievers and Cook. Ginn, 5s.
Gasc's Concise French Dictionary, Part I., French-English. G. Bell, 2s.
French and English Commercial Correspondence. By Dudevant, de Marney, and Thimm. Marlborough, 1s.

Scientific and Technical.

Builders' Quantities. By H. C. Grubb. Methuen, 4s. 6d.
Technological and Scientific Dictionary. By G. F. Goodchild and C. F. Tweney. Newnes, 15 monthly parts, 1s. net each.
Manual of Qualitative Chemical Analysis. By J. F. McGregory. Ginn, 4s. 6d.
Local Examination Physiography. By W. J. Perry. Relfe, 2s.
Radio-Activity. By E. Rutherford. Cambridge Press, 10s. 6d. net.
Radium and all about it. By S. Bottone. Whittaker, 1s. net.
Geology. By W. Jerome Harrison. Blackie.
Metal-Working. By J. C. Pearson. Murray, 2s.
English Architecture. By T. D. Atkinson. Methuen, 3s. 6d. net.
Lighting of Schoolrooms. By Stuart H. Rowe. Longmans, 3s. 6d. net.

Wall-Maps and Charts, &c.

Simplex Wall-Atlas of British Empire. W. & A. K. Johnston, £1. 1s.
Bacon's Excelsior Brushwork and Design Charts. By Frank Steeley. 5s. 6d.
McDougall's School Atlas. 1s. net.

CALENDAR FOR MAY.

[Items for next month's Calendar are invited. Matter should reach the Office, 3 Broadway, Ludgate Hill, London, E.C., by the 22nd inst.]

1.—Army Exams., Sandhurst and Woolwich. Latest day for returning forms.
1.—Board of Education. Certificate Exam. Apply for permission to sit.
1.—Yorkshire College (Leeds) Scholarship Exam. Return forms.
1.—Liverpool University Scholarships Exam. Return forms.
2.—Return forms, &c., for London University Matriculation June Exam.
2.—London University M.B. Exam. begins.
3.—Institute of Chartered Accountants Preliminary Exam. Return forms.
5.—Oxford Exams. for Women B.Mus. Exam. begins.
6.—Law Society's Preliminary Exam.
6.—Teachers' Guild, Section B. "The Use of Traditional Music in Schools," by Cecil Sharp, at 37 Gordon Square, 7.45 p.m.
8.—Return forms for Oxford Local Exam. to Local Secretaries with fees.
10.—Institute of Chartered Accountants Intermediate Exam., June. Send in notice and fees.
10 (and three following Tuesdays).—King's College (Women's Department). Course of Lectures on Wagner's "Parsifal," by Carl Armbruster, at 3 p.m.
11.—Associated Board of Royal Academy of Music Scholarship Exam. Return forms.
11–16.—Liverpool University Entrance Scholarship Exam.
12.—Birmingham University. Return entry forms for Matriculation Exam. Last day.
12.—The Royal Drawing Society. Last day for sending School entry forms for June Exam.
12–14.—British Child-Study Association. Annual Conference in London.
13.—Oxford and Cambridge Schools Exam. (Higher Certificate). Return forms.
14.—Return forms for Victoria University Preliminary, Intermediate, Final, and other Exams.
15.—Newnham College, Cambridge. Send in names and fees for Entrance Exam.
15.—Post Translations, &c., for *The Journal of Education* Prize Competitions.
16.—Return forms for Institute of Accountants June Final Exam.
16.—Oxford. Easter Term ends.
17.—Cambridge Teachers' Training Syndicate. Return forms.
17.—Oxford Trinity Term begins.
17.—London University. Return forms for Divinity Exam.
17.—Yorkshire College, Leeds. Scholarship Exam.
20.—Oxford Exams. for Women. Second Public Exam. Return forms.
21.—Post School News, items for this Calendar, &c., and Advertisements for the June issue of *The Journal of Education*.
23.—Oxford and Cambridge Schools Lower Certificate Exam. Return forms.
23.—Society of Arts.—Return forms for Practice of Music, Vocal and Instrumental.
25.—Oriel College, Oxford. Entrance Scholarship Exam.
26.—Herts C.C. Minor Scholarship Exams.
26.—St. Andrews University L.L.A. Exam.
26 (first post).—Latest time for receiving urgent prepaid school and teachers' advertisements for the June issue of *The Journal of Education*.
27.—Oxford Exams. for Women. First Public Exam. Return forms.
27–31.—Parents' National Educational Union. Eighth Annual Conference at the Royal Arch Halls, Edinburgh.
28.—Bristol College Entrance Scholarship Exam. Return forms.
31.—Tonbridge School Entrance Scholarships. Return forms.

The June issue of *The Journal of Education* will be published on Tuesday, May 31, 1904.

HOLIDAY COURSES, 1904.

(*Revised List.*)

BAYEUX.—August 1–24. French. Apply—Monsieur Godal, au Collège, Bayeux.
BOULOGNE-SUR-MER.—August 1–31. French. Apply—Monsieur Becar, au Collège Communal, Boulogne.
CAEN.—July 1–30, August 1–30. French. "Alliance Française" Courses. Apply—Mr. Walter Robins, B.Sc., Wanstead Cottage, New Wanstead.
DIJON.—July 1–October 31. French. Apply—Monsieur C. Cestre, 7 rue Le Nôtre, Dijon.
EDINBURGH.—Summer Meeting, August 1–27. Apply—Mr. D. Maclean, M.A., Outlook Tower, University Hall, Edinburgh.
GENEVA.—July 16–August 28. French. Apply—Monsieur Bernard Bouvier, à l'Université, Geneva.
GREIFSWALD.—July 13–August 1. German. Apply—Ferienkurse, Greifswald (Prof. Dr. Bernheim).
GRENOBLE.—July 1–October 31. French. Apply—Monsieur le Président du Comité de patronage des Etudiants étrangers, 4 place de la Constitution, Grenoble.
HONFLEUR.—August 2–30. Apply—Secretary, Teachers' Guild, 74 Gower Street, W.C.
JENA.—August 4–17. German. Apply—Frau Dr. Schnetger, Gartenstrasse 2, Jena.
KÖNIGSBERG (date not settled). Apply—Ferienkurse, Königsberg.
LAUSANNE.—July 19–August 27. French. Apply—Monsieur J. Bonnard, 17 avenue Davel, Lausanne.
LEIPZIC.—July 4. Sloyd. Apply—Dr. Pabst, Scharnhorst Strasse 19, Leipzic
LISIEUX.—August 1–27. French. Apply—Monsieur Féquet, 12 rue de Rouen, Lisieux.
MARBURG.—July 11–30. Modern Languages. (Second Course, August 4–24.) Apply—Mr. W. G. Lipscomb, Grammar School, Bolton, Lancs.
NANCY.—All the year round. Special Holiday Courses, July 1–October 31. French. Apply—Monsieur Laurent, à l'Université, Nancy.
NEUCHÂTEL.—July 18–August 13. (Second Course, August 15–September 10.) French. Apply—Monsieur P. Dessoulavy, à l'Académie de Neuchâtel.
NEUWIED-ON-RHINE.—August 4–26. Apply—Secretary, Teachers' Guild, 74 Gower Street, W.C.
OXFORD.—August 1–16. Vacation Course in Geography. Apply—Curator, School of Geography, Broad Street, Oxford.
PARIS.—July 4, August 3, September 2. French. Apply—Secretary, Guilde Internationale, 6 rue de la Sorbonne, Paris.
PARIS.—Easter and Christmas Holidays. Apply—Monsieur Louis Jadot, 95 boulevard Saint Michel, Paris.
PARIS.—July 1–31. French. (Second Course, August 1–31.) Apply—Monsieur le Secrétaire, l'Alliance Française, 186 boulevard St. Germain, Paris.
SALZBURG (Austria).—September 4–17. History, Law, Science, Languages, &c. Apply—Mr. Max Swatschek, Salzburg.
SANTANDER (North Coast of Spain).—August 4–26. Spanish. Apply—General Secretary, Teachers' Guild, 74 Gower Street, W.C.
SCARBOROUGH.—July 25–August 20. Kindergarten, Educational Handwork, and Nature Study (Educational Handwork Association). Apply—Mr. McWeeny, Hon. Sec., 17 Sawrey Place, Bradford.
ST. SERVAN, PRÈS ST. MALO, BRITTANY.—August 3–30. French. Apply—Dr. Gohin, Professeur, Lycée, Rennes.
TOURS.—August 2–24. French. Apply—Secretary, Teachers' Guild, 74 Gower Street, W.C.
VILLERVILLE-SUR-MER, TROUVILLE.—August 3–24. French, preparation for exams., "Alliance Française." Apply—Monsieur L. Bascan, 49 rue Caponière, Caen.

*** Corrections and additions to this list are invited.

Programmes of most of these courses can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, S.W., where a Table of Modern Language Holiday Courses on the Continent, prepared by the Special Inquiries Office of the Board of Education, can be obtained.

Information as to lodgings for students at Honfleur, Neuwied-on-Rhine, Tours, and Santander (Teachers' Guild Courses) will be found in the Handbook, ready at the beginning of May, 6½d., post free, from the Teachers' Guild, 74 Gower Street, London, W.C.

A list of addresses in several other Holiday Course centres will be found in "Holiday Resorts," 1s. 1d., post free, from same address.

The advertisement columns of *The Journal of Education* ("Continental Schools and *Pensions*") may also be consulted with advantage.

THE following story was told in the *Cornhill Magazine* for March:—"A blacksmith, attending a farriery class held by a County Council, was offered by the clerk in charge a note-book and pencil. 'Wot's this 'ere for?' asked the blacksmith. 'To take notes,' replied the clerk. 'Notes—what sort o' notes?' 'Why, anything the lecturer says which you think important and want to remember, you may make a note of,' said the clerk. 'Oh!' was the scornful reply, 'anythink I want to remember I must make a note of in this 'ere book, must I? Then what do you think my bloomin' yed's for?'"

COLONIAL AND FOREIGN NOTES.

FRANCE.

The Defection from Greek.

We have now what we have long sought. *L'Enseignement secondaire*, the organ of the Society for the Study of Questions relating to Secondary Education, has published the results of its inquiry into the distribution of the pupils of *lycées* and *collèges* among the various "sections" of the Reformed Scheme. Our readers will remember that a year or two ago the whole system of higher education in France was thrown into the melting pot. Of the new system then evolved the chief feature was the choice allowed from various curricula. Which of these has found the most adherents? How is public opinion with regard to the matters of instruction setting in France?—these are questions that we have wished to answer. We can now do so from adequate information. Since the upper parts of the *collèges* are often imperfectly developed, we confine ourselves to *lycées;* and in them the effects of the change may be seen most clearly in the form called *Seconde*.

In 1899, before the reform, there were in all France 2,887 boys classified in *Seconde classique*, and 2,206 in *Seconde moderne;* so that, to use English terminology, the classical side outnumbered the modern by a fair percentage. The figures that we now have, which are those for 1903, show that *Seconde A* (*A* being the section of Latin and Greek, and the only one that we should recognize as classical) contained but 651 pupils, as against 5,225 in the other sections. Thus, in the schools and form specified, the number of those receiving a classical education fell, in virtue of the reform, from 56·69 per cent. of the whole to 11·07. The desertion of Greek is even more general than we anticipated.

The Favourite Studies.

To what studies, then, is the flocking most eager? Section *B*, we may explain to those who have not followed our Foreign Notes, is that of Latin and modern languages, *C* that of Latin and science, *D* of science and modern languages. We give the figures of two significant forms for Paris and Versailles, where it may be assumed that the best French opinion is represented :—

	Seconde.	*Première.*
A	191	249
B	103	162
C	491	387
D	390	133

It appears, then, that, as far as the French capital is concerned, there is no tendency to turn the back on Latin; whilst Greek has rather more supporters there than in the provinces. But *C* is by far the most favoured section. The future is to be conquered by science, as Latin connects us with the tradition of the past; moreover, *C* has great practical advantages as opening a door to many careers. In provincial France, on the other hand, whether from accidental and temporary causes or from deliberate choice, parents have been more strongly attracted to the Latinless *D* than to any of its competitors. *Seconde D* can point to its 1,685 pupils; *Seconde C* has only 1,200. Yet 1,200 is nearly double the number claimed by *Seconde B*, and nearly treble that in *Seconde A*. If we study the statistics as a whole, and from all points of view, they would seem to indicate the passing of Greek and a great increase in the attention given to science by the school.

Science in the School.

It is not long since this subject, "Science in Secondary Education," formed the theme of an interesting address delivered by M. Louis Liard, Vice-Rector of the Académie de Paris, at the opening of a conference at the Musée Pédagogique. The new *plans d'études*, he declared, had definitely invested the sciences with their true office in secondary education. Hitherto they had been treated chiefly as the subject-matter of examinations and competitions: henceforth they would be the instruments of culture. Not that literary disciplines had been renounced in their favour: literature would remain an approved mistress whose place it were impossible to fill. But in the domain that belonged to the positive sciences a better result as to intellectual training would now be expected and required from science. Of the new programmes he would say nothing. Programmes were at best of small consequence, serving but to point out the direction that studies should take and to fix their limits. Vital only was the teacher, and in the teacher the method. Great as had been the knowledge, ability, and devotion shown by French teachers in the past, there was abundant and trustworthy evidence at hand that their methods had not been perfect. In secondary education scientific studies ought, like all others, to contribute to *the making of a man;* they too were in their own way "humanities," and a most fervent advocate of classical culture had not hesitated to speak of the "scientific humanities." Their proper function was to work with the best possible means for the cultivation of whatever in the mind served for the discovery and comprehension of positive truth. To their province appertained observation, comparison, classification, experiment, induction, deduction, and analogy. They had to awaken and develop a sense of realities and possibilities no less important than a conception of the ideal. Lastly they became, in some sort, instructresses in philosophy, accustoming the mind not to think fragmentarily, but to understand that every fragment is, in effect, a part of a whole. They had thus that *general* character which it was agreed that secondary studies ought to possess.

The Methods of Scientific Study.

On the methods of scientific study we will let M. Liard speak in his own person: "That these aims may be fulfilled it is evident that instruction in the sciences must, above all, make appeal to the *active* faculties of the mind—the faculties by means of which the sciences have been built up. The memory, of course, will play its part, but not the chief part. What is to be formed is an exact vision of things, a power of distinguishing between the real and the unreal, the true and the false, a feeling of the certainty and justice of a line of reasoning. The memory can but retain. There is nothing more contrary to true scientific teaching than to pour into passive minds, be it by book or by the teacher's word of mouth, a number of abstractions and of facts to be learned by rote. The process soon becomes mere verbalism, the curse of education. What is necessary is to awaken spontaneity in the pupil, to bring his mental activities into play, to call forth effort from him—in a word, to render him capable of acting. The old formula of philosophy is unchangeably true: 'Savoir, c'est faire.' Here, as elsewhere, the true gain is not in what the student can reproduce, but in what he can produce."

We should have liked to follow the Vice-Rector in his applications of those broad principles to particular branches of study; but space forbids. Not satisfied with the teaching of science in France, he would marvel at a frequent procedure in England. Some examining body lays down that methods of instruction should be experimental; whereupon little books are published describing appropriate experiments. If the descriptions are carefully memorized, the examiners are content to accept them, not caring to know that *teaching will never be done by means of apparatus unless results are tested in the same way.*

Methods in Gymnastics.

Since we are writing of methods, let us touch on those of gymnastics. The French Government organized at Paris a short time ago a higher course of physical education, so popular that the teachers of gymnastics gathered to it in inconvenient numbers. To select from among them a written examination was devised, and the athletes had to compete—not with dumb-bells or Indian clubs, but in the elements of anatomy and physiology. A literary test may seem strange in such a matter. But the idea is quite sound. Special exercises for special weaknesses is to be the order of the day in the gymnasium of the future, and the human frame must be studied by those who would develop it harmoniously.

Holiday Time.

Educational France has been agitated lately by the old questions: When ought the long holidays to come? and What should their duration be? The schoolmasters, by a large majority, are in favour of maintaining the *status quo*. (The subject of holidays is always a sacred one with all good teachers.) Among parents a considerable diversity of opinion prevails. In answer to the question: "Is it your opinion that the long holidays should be fixed from July 15 to September 15?" 34,447 say "Yes"; 27,555 "No." One proposal was to make the break last from July 14 to October 1, *les petits congés* being cut down or away? It has been rejected by nearly 50,000 votes to a little more than 12,000; nor are we surprised that the French father should object to have his children thrown on his hands for two months and a half. The teacher, to look at the business from another point, could go far in the time. Greece and the Levant might take the place of Switzerland.

UNITED STATES.

Huge Schools

New York has a school population so vast and so rapidly increasing that the problem of how to lodge it is as urgent as with us is that of housing the poor. The number of children on the registers of the schools is now more than 532,000, the increment for the last year being 37,000. To meet the demands of this swelling host of learners the city raises enormous structures, holding sometimes from three to four thousand children—nay, the building recently approved by the Board of Education for the crowded Hester Street School is calculated for 4,500 pupils, and the cost of it will exceed a million dollars. Even by these means it is hardly possible to overcome the difficulty, and ninety thousand children receive instruction for only a part of the day. A room is occupied in the morning by one set of pupils and in the afternoon by another. The morning hours are from 8.30 a.m. to 12.15 p.m., and the afternoon hours from 12.30 p.m. to 4.15 p.m., so that each class receives three and three-quarters hours of instruction. It is a device that nothing but the direst necessity can excuse, especially as it is the youngest children that are usually found in these part-time classes, and are expected to do in three and three-quarter hours the work of five.

—and a Lamentable Device.

We need hardly say that we have small love of these great barrack

schools. But America has accustomed us to see it do things on a large scale. So do its Universities bear witness to the magnitude of its educational operations. A list of the principal academies reveals, moreover, an astonishingly numerous University population :—

Size of American Universities.	Total No. of Students.	Graduate Students.	Faculty.
Harvard	5,468	314	533
Columbia	5,352	513	504
Chicago	4,296	427	196
Michigan	3,764	79	255
California	3,676	172	308
University of Minnesota	3,505	160	280
Cornell	3,281	188	421
University of Wisconsin	2,884	102	188
Northwestern	2,875	46	285
Yale	2,804	350	307
University of Pennsylvania	2,549	187	279
University of Nebraska	2,289	108	173
Syracuse	2,020	45	170
University of Indiana	1,648	61	65
University of Missouri	1,408	53	92
Stanford	1,378	81	129
Princeton	1,345	93	101
Johns Hopkins	669	179	147

To these figures add the number of students in "Universities" whose reputation is neither high nor world-wide, and it will appear that learning has much attractiveness for the young people of the United States.

A Prohibition of Tobacco.

A little incident in connexion with one academy may interest our readers. Ohio Wesleyan University has made a rule that requires all its students to sign a pledge to abstain from the use of tobacco. No student was permitted to continue work after the vacation who did not accept the condition.

Indians again.

Owing to a misspent childhood, Indians have a singular fascination for us. Hence we relate with fondness anything that concerns the dying tribes. Whilst they are being educated they are also being studied. The former process is for their own benefit ; the latter, to "record" them for posterity. Prof. Frederick Starr, of the University of Chicago, has announced that he will award a silver medal annually to the person in the United States who has, during the year, distinguished himself most in research work among them. The medal is to be called the "Cornplanter Medal," in honour of the Indian chief, Cornplanter, head of the Long House of the Five Nations.

Ourselves as we are shown to others.

The "Long House of the Five Nations"—the phrase will set a chord resounding in many a reader's mind. We turn, however, to Indians of another sort. It is sometimes good to see the picture of ourselves displayed to foreign eyes. We derive from the *Columbia University Quarterly* a report of a meeting of the Academy of Political Science held early in the year in the Columbia University Library. A large audience was present to hear the Anagarika Dharmapala speak on "British Rule in India from the Indian point of view." The Anagarika, whose address was temperate in tone, presented a distressing picture of the condition of the Indian people. He stated that millions of them were permanently on the verge of starvation ; that all native industries had been crushed as a result of European and particularly of British competition ; that the Government was doing little or nothing for the education of the people, and that, as a result of the exclusion of the great mass of the people from all occupations save that of tilling the soil, the Indians were gradually becoming feeble-minded, with little interest in the present and no hope for the future. The speaker did not believe that much could be done for the present generation of natives, but he hoped that some improvement would result from an attempt to give the children somewhat the same education that Booker Washington is attempting to give to the negroes in the United States. The Anagarika was followed by Prof. Prince, who emphasized the difficulties which the British Government encounters owing to the heterogeneous character of the native population.

A few Booker Washingtons for India—is that haply what India needs most ?

SWITZERLAND.

Russian Women at the Universities.

The superabundance of Russian women students at the Swiss Universities is a topic that still provokes much discussion. Consider, for example, the case of Berne. During the current *Semester* there are in attendance 1,418 matriculated students and 235 non-matriculated followers of the lectures. Of the total number 1,653, no less than 611 are women, and of these 425 are Russians. The canton of Berne sends to the University that it maintains only 378 students in all ; so that it makes a handsome sacrifice on the altar of general education. One would have thought that the presence of the foreigner could be easily regulated by a sort of tariff. At Bâle, where the inconvenience was most acutely felt, a strong measure has been taken. Citizens and University being of one accord, the Grand Conseil, upon the motion of Prof. Hagenbach-Bischoff, has resolved to admit foreign women to its academy only if they obtain their preliminary instruction in the canton. The medical women students from the East will thus be effectually shut out—whether wisely we do not venture to say.

SOUTH AFRICA.

Exhibitions for South Africans.

Oxford is not to gather to itself all the flower of colonial youth. In addition to the concessions granted last year, Dublin University now offers two exhibitions of £50 per annum, tenable for four years, to South African students proceeding to Trinity College. Candidates must have resided in South Africa for at least three years before the examination, and one of the exhibitions is reserved for students taking the Medical Course in the University. The first examination takes place in Dublin on March 21, 1904, the limit of age being twenty-five. Why it should not be held in South Africa it passes our wit to say.

Manual Work in the Transvaal.

Standards for Transvaal native schools have now been prepared. We observe that in Standard II. "a knowledge of English coins up to £1" is required ; whilst Standard III. demands an acquaintance with inch, foot, yard, mile, and ounce, pound, hundredweight, ton. It is, then, the mission of the English race to disseminate its peculiar views of a system of weights and measures. More pleasant than to learn the fact is it to read the remarks of the Educational Authority on manual work, which we quote for the satisfaction of those who are enthusiasts for the discipline : "Some form of industrial training should be developed in all schools for both boys and girls, but it is essential in addition that the school building itself and the ground immediately surrounding it should be maintained by the pupils, under the supervision of the teachers, in a condition of orderliness and neatness. The arithmetic and drawing for the boys in the Standard scheme are arranged with a view to their practical utility in preparing the way for specific industrial training, and the needlework for the girls provides a training that costs little, is everywhere possible, and has great practical utility. The exact character of the industrial work attached to the ordinary elementary native school will be determined by the situation of the school and other local circumstances, but it is contemplated that the full school training up to Standard III. should qualify a boy to enter upon a course of systematic industrial training at special schools."

VICTORIA.

Bible Teaching in State Schools.

The religious education difficulty has once more entered the sphere of practical politics in Victoria. The vigorous campaign conducted by the Bible Instruction Committee—a body nominally led by the Anglican Bishop of Melbourne and designed to impress politicians with the strength of feeling in the country districts in favour of the inclusion of a code of selected passages of the Bible in the daily curriculum of the State schools—has been successful to a striking degree. The unofficial *referendum* in several towns which it organized has shown that the Committee is a power to be reckoned with, though the votes polled were infinitesimal as compared with the electors' roll in those towns. With a Parliamentary General Election coming on in May or June under a new constitution with enlarged electorates, the Premier of the State, Mr. Bent, saw early in the year that, unless something was done to cope with the religious cross-current, the broad issue of Conservatism *v.* Socialism on which he intends to appeal to the country would be obscured. In February, therefore, he offered to the Scripture instruction people a national *referendum* on the question of Bible teaching in State schools. The offer has been accepted. All the Protestant and Anglican organizations are now seeking to persuade the electors to give the death blow to the national secularist policy in elementary education. The Opposition in the Legislature, led by Sir Alexander Peacock and Mr. McKinnon, Ms.L.A. ; the Labour Party, led by Mr. Bromley, M.L.A. ; the entire Roman Catholic element, led by Archbishop Carr ; and a brilliant group of High Anglicans and Protestants of whom the Rev. Prof. Gosman, the Rev. Dr. Rentoul, the Rev. E. J. Hughes, and the Rev. Dr. Strong are representative specimens, have, however, declared against the wishes of the Scripture Instruction Committee—each from its own standpoint. The most powerful press organ in Victoria—the *Age*—is also opposed to any upset of the "settled policy" of educational non-intervention in religious controversies. Even the *Argus*, a Conservative organ of unimpeachable orthodoxy as regards the preservation of English educational ideals, looks askance at the movement.

There is much anxiety as to the form which the *referendum* is to take. Each side wants its own questions put in the most favourable form of words. No small party amongst moderate religious edu-

(*Continued on page* 340.)

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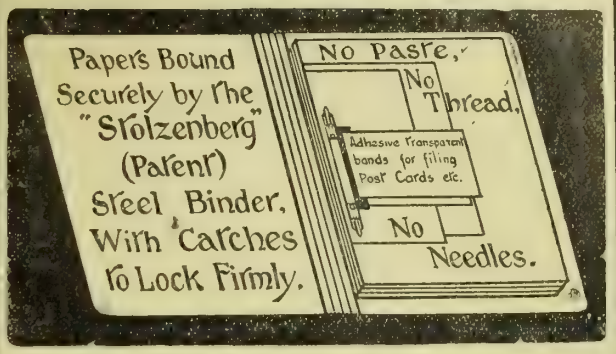
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cationalists desires the application to Victoria of Clause xvii. of the New South Wales Act, which gives the clergy of any denomination the right to teach daily in the State schools, during school hours, the children of their own Church for a certain limited time. The hours, by the way, for the dogmatic religious teaching are arranged subject to the approval of the head teacher.

There is no lack of alternatives proposed to the present system of secular education, but I incline, myself, to the belief that the verdict of the country will be in favour of a continuance of the *status quo*. The influence of the Protestant Churches in Victoria is considerable, but hardly sufficient to dominate Victorian democracy.

INDIA.

Technical Scholarships.

The most important news from India relates to the establishment of State technical scholarships for natives which may qualify them to promote the existing industries of the country or to assist in the introduction of new industries. We give the outlines of the scholarship scheme, which is, for the present, experimental.

"1. *Value of the Scholarships.*—The value of the scholarships has been fixed at £150 a year, in addition to fees payable to the institutions where the scholars will study, and travelling expenses; but Government will consider proposals for increasing it in special cases.

"2. *Places and Periods of Tenure.*—Each scholarship is tenable for an average period of two years, which may be increased or reduced in special cases.

"3. The scholarships may be held in Great Britain, on the Continent of Europe, or in America, and are payable from the date of the scholar's arrival in the country which he may select for study.

"4. *Subject of Study.*—Law, Medicine, Forestry, Veterinary Science, Agriculture, and Engineering have been excluded from the scope of the present proposal. The scholarships are, in the first instance, proposed to be used for the encouragement of the mining industry in Bengal, but any other branch of industry can similarly be helped and fostered. Industries in which native capital and enterprise are engaged, or likely to be engaged, and in which the trained scholar might, on return to his country, find scope for his skill and ability, will be particularly appropriate for selection."

Wanted, a Mahomedan University.

A movement has been for some time on foot to procure for the Mahomedans a central University at Aligarh with affiliated colleges all over India. The advocates of the plan contend that the divorce of religion from learning in the Indian Universities is injurious and will be particularly disastrous to the Moslem community. Individuality, it is urged, must not be lost for the sake of turning out a mechanical imitation of an European; and the individuality of the Mahomedan will be best preserved by setting before him as models the heroes of his own race, not those of alien peoples. We are not quite sure that we understand the latter part of the argument, and we are getting to view with a shade of suspicion the multiplication of Universities. If every creed must have its own academy, the world will be well supplied with homes of learning. However, Indian conditions are peculiar, and we must not be taken to disparage an enthusiasm with which it happens that we are unable to sympathize.

RUSSIA.

The Old Humanism v. the New.

Apart from troubles abroad Russia has been disturbed internally by a little educational war. It is the old quarrel between the ancients and the moderns, between the old humanism and the new. About a year ago the aged Minister Wannowski had to resign suddenly because the reform of secondary schools and academies begun by him did not meet with support in Governmental circles. Wannowski thought to deal with the academies (the Universities and higher technical schools) in a liberal spirit; whilst his typical secondary school, arranged in six forms, was to be *without classics*. Upon his retirement the new Minister, a friend of the ancients and a translator of Pushkin's poems into Latin, abandoned Wannowski's designs against the classics and revised the whole plan of reform. The scheme, just published, nevertheless shows some traces of his predecessor's influence. The type of the secondary school is to be a *Gymnasium* with eight forms, but in the greater number of such schools only one ancient language, namely Latin, is to be studied. In six, however, both Greek and Latin are to be part of the curriculum. For those who wish to enter the State service without graduating at a University it is proposed to establish secondary schools of six forms and entirely without either Greek or Latin. The course to be followed in these schools is intended to form a complete whole; in them the moderns hope to see the first beginnings of a truly reformed school in which the triumph of the new humanism shall be complete. Russia then, in fact and in anticipation, takes a part in the process of discarding Greek, and that under a Minister of marked classical proclivities, called to office to resist modernizing tendencies.

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THE MOSELY REPORT.

THE Commissioners had no special mandate to inquire into the shortcomings of education in the United States of America, or to criticize its weak points; but there is evidence enough in the Report that—as we hinted several months ago—English education, as compared with American, is not altogether bad, and can in many ways give points to its competitor across the ocean. On the whole, as we read the opinions of the Commissioners, we conclude that education in the States, while deeply interesting and instructive to the student of comparative systems, does not display many special features which could be advantageously introduced here in England.

Belief in the Value of Education.

On one point, to the honour of America and to our own discredit, the reports are unanimous. The American citizen believes in education, because it pays. The question, frequently asked, "Do you believe in college men?" was met with some such reply as: "Why ask? I am a college man myself." The great industrial concerns recruit their staffs from graduates: they will not have the office-boy or the apprentice. The professors are not men with their heads in the clouds, but practical experts whose opinion is valued by men of business. In America money is lavished on school and University buildings, to which the citizen points with pride. In England we have a few handsome Board schools; but, if the man in the street notices them at all, he only does so to grumble at their cost. It is, from certain aspects, a true indictment that we in England do not greatly care for education. But the statement admits of modification. An English parent of the upper middle class takes a considerable pride in giving his son a "good education." It is the connotation of the phrase that varies. The typical Englishman takes it to refer to a school of a good social standing: its intellectual aspect does not greatly concern him. To have been at a good school and at one of the ancient Universities is an admitted passport to success in certain directions. Parents are willing to sacrifice much to secure this advantage to their sons. The difference between the two aspects of education is to be found in the deeply rooted distrust that the English manufacturer and merchant entertain for the product

of our public schools and Universities. The scholar has been looked upon as an unpractical man, a theorist, a dreamer. This view is changing, and we believe that, if the Commissioners were to make inquiries in the right quarters in England, they would find that a graduate of a modern University who has taken a degree, say, in civil engineering, has no difficulty in finding work and in gaining the confidence of "business men." Still, we admit the charge brought against us as a nation is, on the whole, a fair one. We do not believe in education; while the splendid development of educational facilities in the States is very largely due to the eager desire of the whole people to get the best education possible. The assumed worship of the almighty dollar may be explained on the ground that the possession of the dollar shows a capable and trained intelligence. This is Mr. Mosely's own view.

The Standard of Knowledge.

As to the standard of attainment in the schools, several Commissioners agree that it is low. We fear that Mr. Fletcher, viewing the teaching of the schools he visited according to the traditions of the Board of Education, would have had much adverse criticism to make in his report. Latterly American text-books have been introduced into England, and some of them seem to imply a very thorough study of the subject. But we read of slovenly and inaccurate translations in Latin, uncorrected by the teacher, that would make an English classical master gape and stare. "The American boy has a knack of getting the general drift of a passage; but, if you cross-question him as to details, he comes to grief." In modern languages the methods are antiquated and the grammatical accuracy, that we idolize, non-existent. It is possible that our ideals are wrong; but the cases are not comparable. The English teacher, a slave for many generations to verbal accuracy, has to work with both eyes fixed steadily upon the approaching examination on paper. The American teacher is free to follow his own methods. Dr. Gregory Foster finds an appreciation of French literature and a sound knowledge of French history joined to a woeful ignorance of grammar to be typical of modern language teaching in high schools. Nature study is found by one Commissioner to be superficial and worthless. The teaching of drawing is undeveloped; in mathematics and science the American high schools seem to be considerably behind our best schools; proper attention is not paid to writing and English composition. Such are sample expressions of opinion by the Commissioners.

We mention these criticisms—which require careful reading to discover—not for the sake of picking holes in American schools, but to reassure our own readers. English schools are now the object of so much unreasonable and ignorant attack, and they are so frequently bidden to follow the example of America and Germany, that there is a real danger lest our teachers become unduly discouraged. In the power of teaching we do not think we fall behind our colleagues in America. But, again, it must be said, the aims are different. The Commissioners are struck with the absence of direct teaching in American schools. Lessons are heard; advice and encouragement given; every effort is made to bring out the pupil's own power. Yet the lazy boy, if he exists, is not pressed or forced—Dr. Gray tells us that he never stumbled across a really idle boy. We read of a class in singing where half the children remain dumb, and the teacher's view is that, if they have no desire to learn to sing, it is not for her to compel them. This attitude is typical of much. American teachers seem most successful in arousing interest. But they do not receive a bad report from an examiner because the form has a "tail" that refuses to be interested.

Although English writing does not receive favourable notice in the Report, several Commissioners are struck with the excellence of the English literature teaching. Even Prof. Armstrong, iconoclastic by nature, has a good word for this subject. We look to the Professor for perfervid Carlylese, and we are not disappointed: "The entire system of education," he says, "both here and in America, seems to require reconstruction from bottom to top; it would be well, if I may say so, if we could scrap the whole wretched academic show and start afresh."

The American characteristic of "hustle" does not enter into school life. We conclude the consideration of methods of teaching by stating that, in our opinion, English schools have gone too far in the direction of hustle induced by examiners and inspectors; and that we should do well to introduce a greater feeling of leisureliness, a greater freedom from examinations, and a greater liberty in choice of method for the teacher.

Co-education.

Co-education, as inducing indirectly a preponderance of women teachers, is not viewed by the Commissioners with approval. But they are forcibly struck by certain advantages to the pupils arising from the presence of boys and girls in the same class. The arguments are not new. The semi-monastic system in English boarding schools has serious and obvious drawbacks. The *camaraderie* between the sexes as a consequence of co-education is "vastly beneficial to the American boy and girl alike." There is an absolute absence of "sexual strain"—the phrase is Dr. Gray's. The greater conscientiousness and power of concentration of the girls stimulate the boys to fresh efforts. On the other hand, the doubt is expressed as to whether the same subjects of instruction are useful always for both girls and boys. But on these points our readers know already the arguments *pro* and *con*.

There are several reasons why women teachers predominate in the States. The salaries offered seem to be very low in proportion to the standard of living. In New York they rule fairly high, higher perhaps than in England. But the Commissioners regard it as indisputable that the majority of posts are filled by women because men cannot be found to accept the salaries offered. Another reason is found in the insecurity of tenure. It may afford our assistant masters and mistresses in England some *Schadenfreude* to reflect that their position is stability itself compared with that of their colleagues in America; while head masters of town grammar schools may well hold up their hands in horror at the idea of being turned out on political grounds by an incoming town council of a different complexion from its predecessor. This insecurity is felt less by women, who more rarely than men look upon teaching as a life career.

Women are to men in the proportion of thirteen to one. This preponderance is viewed with grave alarm. Prof. Armstrong is inclined to attribute to it the low standard of attainment that prevails in schools. Mr. Fletcher fears that the preponderance of women teachers has an emasculating effect on the boys. We find the word "feminize" in this connexion on several different pages. "There is an indefinable feminine air coming over the men, . . . a sexless tone of thought," says Prof. Armstrong; and he adds, in his characteristic way: "the boy in America is not being brought up to punch another boy's head or to stand having his own punched in a healthy and proper manner."

Training of Teachers.

Here we find much the same state of affairs as exists in England. The elementary teacher is generally trained and has a grasp of the scientific principle, according to Dr. Gray; though the Commissioners generally do not seem to have been favourably impressed either by the training colleges or by the material turned out. The secondary teacher is less commonly trained, though the demand for teachers who have taken a special course of training is on the increase. But the contrast between the relations existing among teachers and pupils in American schools and those in English schools is more interesting than the want or possession of pedagogic diplomas. The Commissioners find not only that the pupil is eager to learn, but that the teacher is unwearied in efforts to help. In English schools—is not our examination system again the cause?—the teacher is very largely occupied in forcing unwilling brains to receive unwelcome, or at least uninteresting, knowledge. In America there seems to be an entire absence of restraint. A subject is frankly discussed, pupils and teacher each doing his or her share. The brains of all may be working actively; new ideas may have been suggested; the intelligence may have been trained; but perhaps there has been no teaching such as an English inspector would approve, and no knowledge acquired that an English examiner would give marks for. It is clear then, that training in America is not exactly what we understand by the term.

We have dwelt mainly on a few pedagogic aspects of the Report. We might go on to speak of the discipline, which is said to be admirable, and to be obtained without conscious effort or other punishment than a *consilium abeundi* when the

pupil has persistently refused to take advantage of the opportunities afforded. We might deal with school examinations somewhat on the lines of the famous chapter headed "Snakes in Iceland." We have not space to deal with Universities, with their millions of endowment and their thousands of students; of industrial and agricultural education, which is eagerly sought for in all directions. For instance, over half a million students are enrolled in the International Correspondence School, which employs 4,500 teachers and secretaries, and which owns a special train which operates on ninety different railroads, for the purpose of giving instruction in engine-driving. We have said little of the administration of education, which varies greatly in different parts of the country. On this subject, as on many others, the Report will prove a mine of information. Through Mr. Mosely's liberality it is issued at the nominal price of one shilling—a well printed and illustrated volume of four hundred pages; while any teacher can obtain a complimentary copy on forwarding fourpence for postage to the Co-operative Printing Society, Tudor Street, E.C.

In conclusion, we must congratulate Mr. Alfred Mosely on the success of his public-spirited action. The issue of the Report will do much to stimulate inquiry and to direct it on right lines. The general conclusion is not that American education is the cause of her industrial success, but that this success is largely aided by education. We in England must be prepared to meet the competition of highly trained intelligence in every branch of commerce. The future will show whether English education can be freed from the fetters of social exclusiveness and of sectarian squabbles, and so enabled to advance with singleness of aim.

THE SCOTTISH EDUCATIONAL BILL AND THE RELIGIOUS DIFFICULTY.

PRIOR to the recent Bill dealing with Scotch Education it would be hard to find in our political annals a measure whose introduction was hailed with more unanimous approval by both political parties, and more particularly by those whose interests are most vitally concerned. With the general tenour of the Bill Scottish teachers have good reason to be satisfied. School Board areas are extended; yet the *ad hoc* Authority is retained; security of tenure, opportunity of promotion, and superannuation are placed on a better basis. Funds are increased, centralization is established; in short, what the teacher chiefly wished to see embodied in the Bill is found there.

Yet the inevitable fly lingers in the ointment, in the guise of an indeterminate amount of vaguely constituted local management. The *spirit* of the Bill assigns to local managers very limited powers—powers, many think, scarce worth delegating to a separately constituted body. The *letter* of the measure, however (and here it is at variance with the explicit statement of its Parliamentary promoter), seems to leave more important powers in the hands of this body. While the wider Authority alone may dismiss a teacher, we seem at liberty to assume that the local managers may make an appointment. If this be so, and but one of several points has been touched on, then the Bill seems likely, if it be not here and there amended, to admit the perpetuation of those very abuses whose extinction was one of its aims.

To the Southron, however, the most interesting point is probably the fact that Scotland has, it is said, no religious difficulty. Of late, the Scottish teacher has regarded educational feeling in the sister country with some degree of wonder. At the present juncture the feeling of wonder is prominent in the Southron. Just as the Scot fails to understand clearly why the religious difficulty is so very real a thing in England, so the Englishman has a real difficulty in comprehending why the Northern portion of the island seems to be spared the throes of conflict.

To some extent it is a matter of social and religious atmosphere. There is absolutely nothing of a caste system in Scotland. Feeling on Church matters rarely runs high, and scarcely ever interferes with any association or companionship in life. Hence any trifling question which may arise cannot become acute, though in certain aspects it is doubtless chronic.

The overwhelming bulk of Scottish parents belong to one or other of the two great Churches, the National or Established Church of Scotland and the United Free Church. The latter was formed some years ago by the union of the two chief dissenting bodies. We have, of course, considerable numbers of Roman Catholics and other dissenters.

The magnitude of the religious question may be easily gauged from the following facts. In Scotland we have school accommodation for fully nine hundred thousand children, and of these children eight hundred thousand are accommodated in public schools. Put otherwise, of about three thousand schools only three hundred are not ordinary public schools. Again, of the eleven thousand certificated teachers more than ten thousand are in public schools. The two main Churches are at one in theology and doctrine. They accept the same confession of faith and the same catechism. The religious instruction in schools is perfectly satisfactory to all Presbyterian churches. There is simply no problem to solve so far as the bulk of the people is concerned.

The case is slightly different with other sects, as for instance the Catholics. The majority of denominational schools are Catholic. They number nearly two hundred, and are most numerous in working-class districts. Almost all receive Government grants, but no support from the rates. Catholic parents, then, must pay school rates; yet their schools reap no benefit. They have, so to speak, to suffer this loss for their faith, and, if they were numerous, we might hear more of the matter. As a matter of fact, thousands of Catholic children attend public schools, but absent themselves from religious instruction. Others even share the religious instruction. The same is true of Jews, who are not at all numerous.

Before 1872 the parish schools were in connexion with the National Church. Dissenting schools existed in small numbers. After the passing of the Act almost all these schools were handed over to the Boards without demur. The religious instruction given in Board schools is not of a kind likely to bias pupils in any way. Sensible teachers limit their instruction to the comprehension of their pupils, and, of course, the real ethical teaching of a school is not mainly a matter of instruction; it is a matter of tone, and depends largely on the personal influence of the teacher.

From a recent interview with a Church of England rector and school manager the writer gathered that the distinct aim of the religious instruction in the schools with which the rector had to do was to ensure that the children grew up with a leaning towards the Church of England. Now, this kind of thing simply does not exist in Scotland. No teacher ever dreams of discussing Church matters in school, and of deliberate intent he refrains from anything which might be construed into partiality for a particular form of worship. Then, again, confirmation is not a rite of Scottish Churches. A young man rarely becomes a Church member until he attains his majority, and then he either joins the Church of his parents, or knows why he does not. The question lies quite beyond the sphere of school life.

So far as school life is concerned, we have in Scotland practically no Nonconformists, save a trifling number of Catholics and Jews. The main Churches have practically no direct interest in school buildings or scholastic appointments, and the overwhelming majority of the people are quite satisfied that the religious instruction in schools is of a suitable kind. Of course, the two great Churches hold different views as to ecclesiastical polity; but they are quite at one on all really religious matters.

The entire secularization of education throughout the kingdom is the obvious solution of all difficulties. In some Scottish secondary schools religious instruction ceases at a certain point; in others it is non-existent. The Churches have a staff sufficient to undertake the religious instruction of the young, though it is questionable whether attendance would be so regular or progress so definite were the instruction severed from the ordinary school day.

The extra labour falling on clerical shoulders would be inconsiderable, and it is not impossible that constant practice in putting things religious in a form to be understood by children might, in time, have a salutary effect on the average sermon.

Under the conditions laid down in the Bill, Roman Catholic schools may, at the discretion of School Boards, receive support from the rates. There is no doubt that there is much

justice in this; yet it is questionable whether the right of giving support will be widely exercised. Probably it will depend largely on the local management. In any case, the number of schools affected is far from being sufficient to make the matter one of national concern. So long as the two principal Churches preserve their far-extending unity, so long will Scotland be spared the pangs that rend the hearts of Nonconformists south of the Border.

WILLIAM ROBB.

CORRESPONDENCE.

SALARIES OF THE GIRLS' PUBLIC DAY SCHOOL COMPANY.

To the Editor of The Journal of Education.

SIR,—Your conjecture that the low scale of salaries paid to women accounts for the cheapness of school education for girls compared with that for boys is undoubtedly true. Nor does the fact that the head mistresses are paid the relatively high salaries quoted by Mr. McDowall alter the fact that the majority of women teachers are extremely ill-paid even where "the salaries are amongst the highest" in the profession. It has sometimes occurred to the impartial observer that this method of capitation fees is capable of improvement. When, owing to various causes, amongst which the excellence of a school is only one, the number of pupils admitted increases considerably, it is not unusual to find that the greater prosperity of the school—for we suppose larger receipts means greater prosperity—involves little or no improvement in the pay of those upon whom falls the burden of the work. Though skilful administration, tact, judgment, and other high qualities and capacities are undoubtedly needed in order to secure pupils, it should be remembered that they are needed in an almost equal degree in order to teach them when secured.

Moreover, it is often the case that in the influx of greater numbers is a large proportion of the unfit—unfit in every way to benefit from the course and methods of instruction of the large day school with its ordered progression from examination to examination. Until governing bodies demand a certain minimum of knowledge or capacity from pupils of fifteen or sixteen years of age, there is hardly a possibility of rejecting girls whose attainments at that age are barely those of an intelligent child of nine. When admitted there is generally no system of grading but that based chiefly upon age, or upon height! It would be grotesque to see the tall dunce of fifteen amongst the alert lower third form children to whose acquirements her own approximate. So she is placed, sometimes to the extent of five or six of her number, in one or other or each of the fourths, and there oscillates from division to division in the various subjects and forms a good substantial base of incapacity upon which the class can rest. Having hampered the teaching in every subject, probably after a year or two she is removed, her smattering of the many "lessons" having done little or nothing towards developing any powers she may possess.

This occurs on some considerable scale whenever the numbers of a school keep up vigorously or increase to any noticeable extent. The fees certainly go to swell the exchequer of the school authorities, and, we learn also, to reward the head mistress for her share of the work. But the actual labour of dealing with the overcrowded form, of teaching anything to the ungrounded, unsuitable pupil, of keeping together with any definite standard of attainment the class weighted down with incompetents, is—so far from being remunerated—hardly recognized. If a return were published of the salaries paid to assistant mistresses exclusive of those of head mistresses, a miserable average would be found to obtain. Yet it may be allowed that upon the actual teachers falls the real burden and difficulty of teaching.—I am, yours faithfully,

OBSERVER.

WELSH IN WELSH SCHOOLS.

To the Editor of The Journal of Education.

SIR,—Your account of the Welsh historical drama lately performed at Abergele is of great interest to me as an Englishman who has made a study of the Welsh language for many years, and has found it add materially to the joys of his existence. It adds further support to a conviction which has long been mine, that educationalists in Wales neglect their opportunities. The paper you quote mentions the children who partook in the play as "taking a new view of, and a new interest in, life and their individual responsibilities." No wonder. It is an axiom, I imagine, in modern educational methods, that children should be taught, above all, what is of natural interest to them. What could be more so than the language, literature, and history of their own country?

Welsh has been treated as a moribund language for the last five hundred years, but, as the number of Welsh speakers at the last census was considerably over nine hundred thousand, its death is probably as far off as ever. The consequence of this prejudice is that the language is either neglected or taught in a half-hearted manner. A large proportion of the Welsh people are unable to write any language but English, though habitually thinking in Welsh and speaking it. Can it be wondered at that they do not appreciate Shakespeare? Can you imagine English people, habitually speaking English, yet with such an imperfect knowledge of their own language as to be unable to write it, taking a keen interest, say, in the plays of Molière?

The value of a second language in education is also, I think, generally recognized. I venture to say that Welsh, as an educational medium, is just as good as any other modern language, and of ten times more use and interest to a Welshman. Here is a second language ready to hand with an extraordinary richness of vocabulary, a literature extending back for at least a thousand years, and one which could be thoroughly acquired—surely an incalculable advantage—and which can never be the case with French or German. At the same time, a thorough grounding in the mother tongue would lead to a much better knowledge of English than is at present to be found in Wales.

Instead of this common-sense method, the old fallacy is persisted in of trying to transform Welshmen into second-rate Englishmen. Even if the supposed glorious result were achieved of stamping out Welsh to-day, it would probably be at least a hundred years before the mass of the people were really English, or were likely to contribute anything of importance to English literature.

In conclusion, though quite aware that I am but "a voice crying in the wilderness," I speak with full conviction in venturing to prophesy that until Welsh is made the most important item in the school curriculum of Welsh-speaking children, the general state of education in Wales will continue to be a byword and a reproach.—Yours truly,

O. H. FYNES-CLINTON,

King Edward's School, Aston, Birmingham.
March 30, 1904.

ASSOCIATION OF TECHNICAL INSTITUTIONS.

To the Editor of The Journal of Education.

SIR,—In the issue of your journal for April you draw attention to the application of the Association of Technical Institutions for due representation on the Consultative Committee of the Board of Education and on the Teachers' Registration Council; you give your opinion that such representation is not desirable, and assign for this the following reason:—"A greater need is for men who can view education sanely as a whole; not for men who are supposed to represent, and who are therefore pledged to push, one particular side of education."

Is it fair to assume that those interested in technical education are unable to "view education sanely as a whole"? Surely they are as likely to do this as classical head masters, assistant teachers in secondary schools, head mistresses of girls' schools, elementary-school teachers, all of whom find representation on the bodies mentioned above. Indeed, since all sound technical education is based on a good foundation of secondary education, no one taking a prominent part in the former can fail to have a deep interest in the latter; the converse is not necessarily or invariably the case.

It is a matter of regret that your journal, which usually holds out the hand of friendship to teachers of every kind, should advocate the exclusion of one numerous class of teachers from representation on bodies dealing with education in general. There are on both these bodies a large number of representatives of teachers of literature; no one on the technical side regrets this. It is, however, open to us to

lament that our exclusion from representation is viewed with so much satisfaction by yourself and other teachers who share your views.—I am, Sir, your obedient servant,

J. WERTHEIMER,
Merchant Venturers' Technical College, Bristol. *Principal.*
April 7, 1904.

[The Register is distinctly a Register of teachers in schools, not in colleges or higher institutions. That is the real ground for refusing the claim of the A.T.I. to be represented on the Registration Council. We are not careful to justify the constitution of the Consultative Committee. —ED.]

FLOWERS FOR SCHOOLS.

To the Editor of The Journal of Education.

SIR,—In your April number you call attention to the useful work of the Flower Branch of the Liverpool Kyrle Society, and ask why there is not a similar Branch in London. May I take this opportunity of informing your readers that the Liverpool Flower Branch was founded on the model of the Children's Flower Fund, which has been doing the same work for London schools since 1896?

Last year about seven hundred boxes of flowers were sent to elementary schools in London; but this year many of our country senders have been obliged for various reasons to give up the work, and, if we do not succeed in obtaining more help, several schools will be without their usual supply. If any of your readers could undertake to send flowers once a week or once a fortnight, and would communicate with me at 20 Christchurch Road, Hampstead, N.W., I should be very glad to put them in communication with a school and to give them full particulars as to packing and sending the boxes. We are particularly anxious to interest country schools in the work. There are already several on our list of senders, and the friendships which have grown up between town and country children are by no means the least happy result of the work.—Yours, &c.,

MARY S. BEARD.
April 14, 1904.

REVIEWS AND MINOR NOTICES.

An Introductory Study of Ethics. By WARNER FITE. (7½ × 5 in., pp. xi, 383; price 6s. 6d. Longmans.)

The aim of this interesting and well written book is to supply students and teachers of philosophy—and, indeed, well educated and more thoughtful general readers—with a plain statement of the existing ethical situation, *i.e.*, with an analysis of the moral problem and a definition of the several types of ethical theory; to which is added a more or less independent reconstruction of the situation as a whole. After a couple of introductory chapters on "The Scope and Method of Ethics" and "The Ethical Problem" respectively—in which the matter to be discussed is set before us simply, clearly, and enticingly, with a few well chosen and well stated specimen problems—the rest of the book naturally divides itself into three parts. Part I. treats of Hedonism in six chapters, Part II. of Idealism in seven chapters, while Part III. compares and criticizes more closely the two, and expounds the present moral situation as it appears to the author; and does so, in our opinion, with admirable judgment and clear-sightedness. It will be quite evident that what is wanted in Parts I. and II. is a plain, adequate, and unbiassed statement of what has been said and written by the leading adherents of the two systems respectively, with just so much running comment and criticism as will attract the student's attention to the main points to be considered and the main difficulties attaching to these. There is very little room for originality in all this, except what is implied in the choice and arrangement of material; and both in choice and arrangement Mr. Fite seems to us to have acquitted himself admirably. It is only in Part III. that there is really much scope for originality, and there it is used wisely and effectively.

The subject-matter of Part I. is divided as follows:—First we have an exposition of Empirical Hedonism or the ethics of happiness, its method and the resulting conception of pleasure and duty; and very clearly are we shown how it comes to accept sensuous enjoyment as the standard for measuring pleasure. Here the chief exponents are Bentham and J. S. Mill, with illustrative comments from Sidgwick, Höffding, and others. Next follows Scientific Hedonism, or the ethics of self-preservation, which deals with the bearing of evolution on the matter, Spencer being chief exponent, aided by Leslie Stephen and others. Then come four chapters dealing respectively with Hedonistic Social Theory, Hedonism as a system of Philosophy, Hedonism and Common Sense, Hedonistic Social Theory and Common Sense. And it may be well to point out that common sense is here taken to mean that consensus of view, based on observation, experience, and theoretical reasoning, towards which the opinions of the well educated and thoughtful are evidently tending as regards moral value.

The three main divisions of Idealism are taken to be: Intuitionism, or the ethics of conscience (Butler, Martineau, Lecky, &c.); Rationalism, or the ethics of principle (Kant, Caird, Bradley, Sidgwick, Seth, &c.); and Self-realization, or the ethics of purpose (Green, Paulsen, &c.). Then follow four chapters corresponding with the four chapters which conclude Part I., dealing with Idealistic Social Theory, &c.

Part III., as we have already indicated, is that section of the book in which Mr. Fite feels himself more at liberty to express his own views, to criticize the two theories, and to consider how far and in what respects it is possible to reconcile and unite them in our attempts to solve our ethical problem. In dealing with these matters he shows sound judgment, clear insight, and a marked power of interesting the reader and of maintaining that interest. Stated briefly, his main conclusion is that no complete solution of the problem is possible, but that we may construct a reasonably satisfactory working hypothesis, in which both the hedonistic and idealistic views of life and conduct are used as regulative hypotheses—regulative of our endeavours to secure an effective adjustment between conditions (of environment and of the then stage of human development) and ideals, both conditions and ideals being in constant process of development. Human evolution should, in this case, be conceived of as a process of extending our control over the resources of human life—which resources may lie in the latent capacities of human nature or in the environmental conditions, or partly in one and partly in the other. The chapters in this part deal with the moral situation from a metaphysical standpoint, the situation from an evolutionary standpoint, the practical moral attitude, and concrete illustrations of the moral attitude—the last treating of the duties of citizenship, my duty to society, my duty to my neighbour, and personal duties, and supplying well chosen examples of each, effectively discussed, especially in the cases of the obligations of honour and of veracity.

We have described the nature and character of the contents of this book somewhat fully, because we believe that teachers of all kinds will find it very much to their purpose. In particular, Froebelian teachers, we think, will find in its discussions the true meaning of the objections which have of late been raised to many of their theories and methods, and to what extent these objections are valid. It is true that neither Froebel nor the kindergarten is anywhere mentioned in the book; but in the main the attack on Froebel's views has been an attack of evolutionary hedonism on idealism, of those who set the greatest store by environment and self-preservation on those who set the greatest store by self-realization (or the development of the personality and self-activity); and the *pros* and *cons* of both sides of the question are discussed by Mr. Fite with great clearness and insight. The theory of evolution does not contradict idealism any more than it contradicts hedonism, though it has modified both considerably. It is well for us to consider the nature and extent of these modifications in both cases. It will be found that in the main it tends to draw the two standpoints nearer to one another; and, though the Froebelian may, and should, hold that Froebel, like Herbart, deduced his educational principles from his practical experience, and that his philosophy was a later addition—in Herbart's case a much later addition—by which he endeavoured to explain and establish the principles already arrived at, still it will be well in both cases for the teacher to endeavour to understand the philosophy implied or explicitly set forth, and to see wherein it was defective and wherein the development of human knowledge has rendered modifications necessary. And this he can best do in Froebel's case by considering the whole doctrine of idealism in its bearing on life and conduct. He could not have a better guide in this inquiry than this "Introductory Study." Each chapter is supplied with its own brief descriptive bibliography for those who desire to penetrate more deeply into the subject; and at the end we are given a good index.

A History of the English Church. Edited by the Very Rev. the DEAN OF WINCHESTER and the Rev. WILLIAM HUNT. IV. *The English Church in the Sixteenth Century, from the Accession of Henry VIII. to the Death of Mary.* By JAMES GAIRDNER, C.B., Hon. LL.D. Edin. (Macmillan.)

The editors of this new "History of the English Church" are to be congratulated at having secured the services of Mr. James Gairdner as author of the present volume. It deals with the revolt of England from the Papal obedience, the attempts of the Church to arrive at Catholic doctrines and practices purified from superstition, and its return to the Papal obedience under Mary. Mr. Gairdner has devoted many years to the study and elucidation of at least one part of this period; his work on the State papers of the reign of Henry VIII. tells us as much as that. He writes here from a fullness of knowledge, and from a store of well considered conclusions. The strongest sides in this work are his exhibition of the influence exercised on English ecclesiastical affairs by political events, his treatment of the relations between Church and State, and his appreciations of individual characters. In matters of ritual and doctrine, though never, we think, at fault, he is scarcely so much at home. He seems, for example, to fail to recognize the full importance of the Ordinal of 1550 as a well marked step along a new path.

His examination of the position of heretics is extremely interesting: a heretic was regarded as a public enemy and a disturber of the peace of the kingdom. The Church might or might not be able to recall him to submission; it had no power to remove him—that was the duty of the civil ruler. Throughout the reign of Henry VIII. much heresy simmered among the people, and the King, as is shown here, afforded it no small amount of underhand encouragement in order to weaken the position of the Church. The clergy, according to his view, were "but half his subjects" so long as the bishops took an oath of obedience to the Pope. He determined that he would allow no other authority than his own within his realm, and did all in his power to use popular feeling against the clergy as a means of reducing them to complete dependence on himself. Parliament was servilely submissive to him, and was ready to attack the Church at his command. Yet, as Mr. Gairdner conclusively proves, hostile feelings against the clergy were neither widely spread nor of old standing, and Henry found that the encouragement of heresy was a dangerous game. In this respect, as in his attempt to obtain popular approval for his marriage with Anne Boleyn, he learned that there were matters in which he might easily go too far, and that even he had to act with caution.

The somewhat complicated proceedings in the divorce of Katharine, on which volumes have been written, are related here at once fully and briefly, and with so complete a mastery of the whole affair as to render them perfectly intelligible. Henry's scruples did not prevent him from applying for a dispensation to enable him to marry any woman "even in the first degree of affinity," for Anne stood to him in the same degree of affinity as Katharine. Most, if not all, previous historians have attributed his putting away of Anne of Cleves to his distaste for her person; Mr. Gairdner shows that political reasons had as much to do with the dissolution of his union with her as with its formation. He gives a forcible picture of the King's tyranny. For five years Henry carefully, and step by step, established his absolute control over the Church in every part of its external polity, and, having made himself lord and master within his kingdom in all earthly things, crushed with relentless severity every opponent of his new system. The liberties of Church and State alike were trodden under his feet, and he left both in distress.

At the accession of his son the tyranny of the King was exchanged for the tyranny of the Council. Bishop Gardiner dared to withstand arbitrary orders and was sent to the Tower, episcopal authority was well-nigh abolished, the Universities were reduced to submission by a high-handed visitation, and changes were forced on by commands issued in the name of the boy-King. A far less favourable view of Somerset's administration will be found here than that advanced by Mr. Pollard in his lately published essay on the Protector: his disregard of law and the headstrong character of his policy are strongly brought out. In dealing with the Marian persecution Mr. Gairdner, while paying honour to those who suffered for the truth's sake, points out that among the so-called heretics there were many who offended grossly against public order, and whose fanaticism was an encouragement to treason and was dangerous to the peace of the kingdom. He also, without minimizing the extent of the persecution, exposes the gross exaggerations and worse of Foxe, and defends Bonner from certain charges of cruelty commonly brought against him. The Queen had no political insight; she utterly misunderstood both the strength and the weakness of her position and underrated the influences which would be arrayed against her attempt at a counter-revolution. The value of Mr. Gairdner's volume is enhanced by a map giving us for the first time a complete record of the monastic houses existing in England at the accession of Henry VIII., and marking, with the help of an elaborate "key," the way in which each was dissolved, whether by the Act of 1536, by surrender, or by suppression by attainder. The labour involved in the composition of this map must have been very heavy, and it is pleasant to be able to say that the value of the map is proportionately great; no serious student of English ecclesiastical history can afford to be without it.

Highways and Byways in Sussex. By E. V. LUCAS. With Illustrations by FREDERICK L. GRIGGS. (Macmillan.)

"Eugh, these flat backs! What a hideous fad they are! And how they disfigure the bookshelf! And in a guide-book too! But is it a guide-book? Hum! . . . Too heavy—too much got up!" Thus predisposed in its disfavour, the reviewer opened this volume. Then, "Good!" "Capital!" were his first exclamations. The opening chapter takes the reader straight to the loveliest corner of Sussex, and interest is at once aroused. The style is pleasant, and the information copious, varied, and often out-of-the-way; and the writer knows the ground well, and loves the county almost as devotedly as the reviewer. And what a county it is to give one's heart to! What ranging hills! What forest lands! What wild heaths! What grass-grown ancient ways! And the sea always felt as a presence, usually to be seen from some neighbour height in any part of the county, and realizable everywhere in the salt-winged sou'-wester, or the whiteness of misty horizon and milky southern sky. And then the human interest! Flint-pits of Cissbury; ring-forts and terraces over the whole length of the Downs; battle-fields of Hastings and Lewes; the Stane Street and Bignor pavements; Pevensey, an epitome of the early history of England, with its Roman fortress and Saxon name and Norman Castle; Bodiam and Arundel, Hurstmonceaux and Cowdray—spots unnumbered, still

Full of sweet dreams and health and quiet breathing,

in spite of bank holidays and sightseers and paper bags. Not that Mr. Lucas, with all his intimacy and enthusiasm, is to be considered quite a responsible guide in all matters. His interest in anything but literature and scenery and local gossip is quite insignificant. Twice, indeed, he mentions meeting with adders, and he once watched a tired terrier in chase of a hare. But otherwise he shows little first-hand acquaintance with natural history. And what he says on this subject, as also on architecture and archæology, is merely perfunctory, and taken from books; nor are his authorities always the best or latest. For instance, in speaking of Cissbury he mentions a theory of Mr. Mark Anthony Lower, but has apparently never heard of the excavations and discoveries of General Pitt-Rivers. This airy ignorance would be a serious disqualification to any one who aimed at writing a true guide-book to the county; but we are disarmed in the preface by being reminded that the volumes of this series "are less guide-books than appreciations." Without, therefore, saying more of what we miss in this book, let us describe a little what is to be found there, which is, indeed, a very plentiful feast for an everyday reader of fairly cultivated taste. The work is, what Dr. Furnivall called Malory, "a pleasant jumble," though a different kind of jumble. Here are gossipy notes of scenes and places and persons, with a prevailing impression of its being always a sunny day; stories of old times and of new—of smuggling, of cricketing, of hunting; apt quotations, of generous length, from almost all writers who have written of Sussex in prose or in verse—here a delightful page from Knox's "Ornithological Rambles," here a piece from Thomas Fuller; and poetry galore, Drayton, Collins, Swinburne, even Mr. Hilaire Belloc and Mrs. Marriott-Watson. Blake at Felpham, Hayley at Eartham, Turner's paintings, Charlotte Smith's poems—there is hardly a name or association of artistic

or literary note which has escaped Mr. Lucas, and everywhere good taste and good temper abound in his sunny pages. Of all his stories we can only quote one, culled itself from C. R. Leslie's "Autobiographical Recollections." It is of the Earl of Egremont (the collector of the Petworth pictures, the patron of Turner, the maker, "at his own sole expense," of the Rother Navigation). After referring to his lordship's men-servants and their importance in the house the painter continues :

> His own dress, in the morning, being very plain, he was sometimes by strangers mistaken for one of them. This happened with a maid of one of his lady guests, who had not been at Petworth before. She met him crossing the hall as the bell was ringing for the servants' dinner, and said : "Come, old gentleman, you and I will go to dinner together, for I can't find my way in this great house." He gave her his arm and led her to the room where the other maids were assembled at their table, and said : "You dine here : I don't dine till seven o'clock."

We are irresistibly reminded of somewhat similar stories related of another, and living, Sussex nobleman.

There are some slips in the book, *e.g.*, the noble avenue of Spanish chestnuts in Cowdray Park is here said to be of "tulip trees." Perhaps this is a confusion with the famous tulip tree at Woolbeding, which, many years ago, Sir William Hooker is said to have pronounced to be the finest in England, and perhaps in Europe. Alas, too, the Park at Cowdray is no longer "everywhere as free as a heath," but very much the opposite !

Small space is left to speak of Mr. Griggs's illustrations, most carefully drawn and charming little pictures, full of feeling both for scenery and architecture. But, oh, photographic art, thou foe to graphic art ! These beautiful little drawings should have been delicately engraved on wood instead of coarsely reproduced by "process." Compare them with the wood-engravings in Mr. Hare's "Sussex" ; or set beside the drawing of Beachy Head on page 325 the vignette of the same view at the head of chapter i. in Mr. Whymper's "Scrambles among the Alps." Mr. Griggs's drawings are better than either ; but, alas, the woeful inferiority of their reproduction !

George Canning. By W. ALISON PHILLIPS. (Methuen.)

In "The War of Greek Independence" Mr. Phillips has already shown himself well acquainted with one field of Canning's activity. To tell the story of his life in the scanty space afforded by these "Little Biographies" was not an easy task ; but it has been accomplished very successfully, in an animated and readable style, and with a due sense of proportion. Mr. Phillips is in sympathy with his subject, and appreciates Canning's gifts : but he does not overpraise him either as a versifier, an orator, or a statesman. He shows that the dominant motive of Canning's life was the determination to succeed. As a boy of eighteen he regarded the House of Commons as "the only path to the only desirable thing in the world—the gratification of ambition" ; and in the lines which he addressed to his future wife some ten years later he spoke of himself as one

> Who, slave to Glory, runs his wild career,
> Mad in the race for Fame, or strife for Power !

It is a strange thing that a man of such parts and of so set a purpose should have made mistakes which frustrated his ambition till he was past fifty, when fame (as he said) had become "a squeezed orange."

In dealing with Canning as Foreign Minister Mr. Phillips is apt to forget that he had colleagues. He says that in the recognition of the South American republics Canning proceeded with "characteristic caution" ; but he would have moved faster if he could have had his own way. Similarly, if Canning was not prepared to go the length of war to prevent French intervention in Spain, he wished to go further in the way of "demonstration" than he could persuade the Cabinet to let him. It is quite true, however, that "in his politics there was little room for sentiment" ; he was not himself carried away by enthusiasm for liberty in the case of either Spain or Greece, though it was a string he knew how to play upon. He seems to have taken the elder Pitt as his model, and to have resolved to be the Minister of the English people. He had as little liking for democracy as for cosmopolitanism, but he resented the distrust of the Tory aristocrats, who regarded him as an adventurer. It was also not without influence on him that he represented Liverpool for many years, and formed attachments with commercial magnates like John Gladstone.

Of Canning's Eastern policy Mr. Phillips says :

> His aim had been, firstly, to compose the differences between Russia and Turkey, so as to avoid war ; secondly, to secure a settlement of the Greek question, so as to protect Greece, without weakening the Ottoman Empire. Neither of these objects were, in the long run, attained. The Russian invasion of Turkey ended in the temporary effacement of the Ottoman power as a barrier against Muscovite aggression ; and the erection of Greece into an independent kingdom, which followed, was a fresh stage in the break-up of the Turkish Empire, the integrity of which it had been a cardinal article of Canning's creed to maintain.

The attractiveness of this little book is enhanced by the reproduction of six portraits of Canning and some contemporary caricatures. Many readers will also thank Mr. Phillips for reprinting "The Needy Knife-Grinder" and some other pieces in full. There are a few inaccuracies in the account of the relations between Canning and Castlereagh in 1809 ; and it is a curious mistake to speak of Fox as having refused to take office with Pitt in 1804.

"Longmans' Historical Series for Schools."—Book I. : *A First Book of British History.* By Prof. T. F. TOUT, M.A. (7¼ × 4¾ in., pp. xxviii, 236, illustrated ; price 2s. 6d. Longmans.)

This is the first or lowest stage of a series of three volumes, the second of which appeared about two years ago. The series is based upon what is known as the "concentric system" ; and this particular volume aims at exciting a general interest in British history in the minds of boys and girls in the junior forms of schools. It is not, however, meant absolutely for beginners. For these Prof. Tout holds we should use "oral narrative of picturesque stories and biographies" ; and children in the first stage, therefore, need no text-book, though their teacher may, of course, do so. But, after a short while, we shall find that we cannot trust entirely to oral teaching if we desire to leave something better than a vague passing impression on the pupil's mind. Something to give coherence and stability to what is learnt becomes necessary ; the need for a text-book is indicated ; and the book before us is intended to meet that need. It should supplement, not supersede, the teacher's oral work. With the general theory of the "concentric system" we are in hearty agreement ; and Prof. Tout has certainly provided us with a simple, sound, and well written narrative profusely and charmingly illustrated with pictures which really belong to the story and are not merely decorative. Our only doubt is whether he has not made a mistake in attempting to make his story too complete, and to keep it too well proportioned. He includes too many facts and events and dates ; and so here and there produces the effect of a big book cut down, instead of giving us the rudiments out of which and around which the big book will gradually grow. In the first stage we need the main events and main facts only—some thirty of them, say—to serve as the kernel of our system ; and while gliding from one to another we should merely introduce such minor information and picturesque detail as will serve to indicate the lapse of time, the growth of events, and the connexion of one great scene with another—as will, in fact, render the story connected and intelligible, the main events and persons receiving far the fullest treatment.

In the next stage we should add to the number of the main events, treat them more fully, and fill out the interspaces with more detail and more definiteness ; and so to the third and final school stage—the completely intelligible narrative, with the causes and consequences made clear and evident. This is the "concentric" idea ; and it seems to us that Prof. Tout has only partially carried it out. His main events are too numerous, and are not fully enough treated individually to be very interesting, and there are too many minor matters and dates for a first stage. Nevertheless, the judicious teacher can modify things to suit his own particular circumstances—can enlarge the treatment of his main events, can omit or rapidly glide over some of the minor matters, and can refuse to worry his pupils with too many lists of principal persons and with more than some thirty dates during this stage of his work. With a few slight changes of this kind, he will find this book excellently suited to his purpose. We shall look forward with interest to the appearance of Book III.

The English Church from the Accession of Charles I. to the Death of Anne (1625–1714). By the Rev. W. H. HUTTON, B.D. (Price 7s. 6d. Macmillan.)

The latest volume of "The History of the English Church" (the sixth), projected by the late Dean of Winchester, is worthy of its place in the admirable series to which it belongs. The period covered by the present volume is in many respects the most critical in the history of the Anglican Church since the Reformation. Crowded as it is with burning questions and violent controversy, it involves issues which have not even yet lost their power to arouse the passions of partisanship. Mr. Hutton, however, threads this thorny maze with conspicuous success. He deals with the problems that arise with excellent tact, and presents opposing points of view with candour and fairness.

The most conspicuous figure in the first part of the book is that of Laud, whose character, career, policy, and influence are handled with fullness and sympathy. The personal failings of the Archbishop are not passed over: "Laud's sharp tongue and his intense activity made him personally unpopular." Mr. Hutton quotes with approval Clarendon's words, that "his greatest want was that of a true friend, who would reasonably have told him of his infirmities."

What Laud achieved is thus summarized:

> The aims of the Archbishop were to a very considerable extent realized even during the few years when he was in power. The age needed peace, order, tolerance, settled dwelling-places on a sure foundation. For these he built, and, though what he built seemed to be swept away, he had gone deep and built sure. As time went on Reason suggested articles of peace on the lines which he had laid down. It was something also to have seen clearly where the dividing line came. His measures made it clear to Englishmen that a rigid Calvinism and a Presbyterian hierarchy were alike inconsistent with the principles of the Church of England. Two centuries and a half after his death the order and the worship of our parish churches represent his idea [page 72].

Puritanism at its best is described as

> a powerful and in many respects a righteous force. Allied, on the one hand, with those who were eager for political freedom, or at least for definite checks on the personal government of the King, and, on the other, with the strong individualist tendencies of the religious men who had been trained in the school of Calvin, it had, in the strength of its protest against luxury and immorality, the "scurf" of the playhouse and the idleness of the cultured classes, a work to do which no other party could have accomplished [page 124].

Perhaps the most interesting and valuable chapters in the book are those which are devoted to the description of Church life, church building, services, &c., and the sketches of typical clergy (chapters vii., xvi., xviii., *et al.*). The currents of religious controversy are also very clearly described, and the relevant pamphlet literature (which is voluminous) excellently summed up. Within some 360 pages Mr. Hutton has contrived to compress an enormous amount of information not easily accessible elsewhere; and he deserves the gratitude of all readers who care to study the history of the English Church for providing an interesting, trustworthy, and competent survey of a difficult and complicated period.

"International Education Series."—*Genetic Psychology for Teachers.* By C. H. JUDD. (Price 5s. net. Edward Arnold.)

The principle underlying this book is this: "Teachers often get so absorbed in doling out, over and over again, to their children the same little fund of facts, the same little incentives to new experience, that they come to think of themselves as *finished products.*" Dr. Judd would have the teacher to not only know, but also realize, that you can only sympathetically help others to develop if you are developing yourself. Of course, this sounds like a platitude. But Dr. Judd's distinction is that he offers suggestions how, from *the actual material of the teacher's work*, he may exercise himself, in the attitude of a learner, in the process of development, and watch the *process* in his own mind. He may thus become a constant practical psychologist, instead of merely busying himself with reading theoretical psychology which may take him away from practical teaching interests as far as a study of theoretical higher mathematics might absorb and detain the civil engineer.

Dr. Judd is much impressed with the educative value of drawing for the teacher. He would have the teacher draw "something" every day. This forces observation, interpretation, and manual skill, and gives excellent scope for the observation of processes of development. In similar fashion Dr. Judd points out that much can be gained by self-study as to how we teachers *write, read, use, figures.* To take writing as an example, Dr. Judd argues that the study of hand-writing is not so much the study of systems of penmanship, but a "study of the nature of the writing habit, beginning with a careful examination of developed writing as exhibited in the teacher." He considers the teacher's next business is to make a careful study of the particular form of muscular co-ordination and conscious processes of attention in the individual child who is learning to write. The child is the teacher's real centre of interest even in the writing lesson. So with reading, and with the idea of number.

The root principle of such contentions as Dr. Judd's is that education should be a training of the individuality of the pupil. Evolution seems to lay undue stress on the importance of the environment, at least when it is assumed that the individual is, or should be, chiefly formed by it. The fact is that even *adaptation* to environment is an *active* process. And in the higher stages of life action becomes increasingly self-directed. Education has been in the past largely grounded on non-rational imitation. But we must recognize that the child should not always remain non-rational in regard to his own development. He should gradually be brought to the stage where he can become his own rational guide, his own teacher." It is this active side of the individual in his own development that needs emphasis in an age of evolution. Dr. Judd says: "Get at this idea from many sides. Study your own development. Study the development of your pupils." If any one says: "How shall we do it?" Dr. Judd makes clear certain practical steps that can be taken, and in doing so gives many hints and criticisms of a highly suggestive kind, which will be of great value to the teacher on the alert to act intelligently. One conspicuous merit of the book is that its theory of education is not left a merely formal affair. It seeks to offer practical advice to the practical teacher, and therefore merits attention from the teacher in a post as well as the student in training as a teacher.

The Life of Frederic William Farrar. By REGINALD FARRAR. (Nisbet.)

Not a biography, but a short memoir composed mainly of reminiscences of friends and colleagues—such is the description of the volume in the author's modest preface.

It is the practice of the Positivist Church to hold a brief memorial service on the decease of one of its members, and then after seven years have elapsed, if the subject seems worthy, a full commemoration service, when the claims of the departed to lasting recognition are set forth and a final sentence is pronounced. Regarded as the first of these offices, as *mémoires pour servir*, this Life is a useful and interesting document, but it makes no pretension to assign to Dean Farrar his permanent rank as a man of letters, a schoolmaster, or a theologian.

We attempted so recently in an obituary to gauge his work as a teacher and a head master that we do not propose to go over the old ground, and there is nothing in the "Life" to make us modify our opinion. Only we would add that every letter and testimony brings out in clearer light his innate kindliness and gentleness of character, the "sancta simplicitas" which was his making and (in a worldly sense) his marring.

With true filial piety, the son has kept wholly in the background and let others praise his father. Only once or twice is there a note of rhetorical exaggeration that jars. When the lecture on "Defects in Public School Education" is pronounced "the most tremendous onslaught that has ever been delivered on the system of classical education as then in vogue" we suspect that Mr. Farrar can never have read his Sydney Smith. When we read that "for the discerning critic these books ["Eric" and "Tom Brown"] no more challenge comparison than do the works of Fra Angelico and Frith," we should propose as an alternative reading, "Gustave Doré and Millais." When it is stated that Farrar "possessed a knowledge of English poetry that for range and accuracy has probably never been equalled except, it may be, by Macaulay," we think of a dozen living specialists, from Swinburne down to Mr. Churton Collins, with whom neither Farrar nor Macaulay would have been in the running.

The letters, we confess, are disappointing: most of them tributes of admiration from unknown readers in all parts of the world. Of the many famous men whom Farrar counted among his friends—Tennyson, Browning, Ruskin, Darwin, Matthew Arnold—there is here scarcely a vestige. The second Lord Lytton, as we happen to know, was for years an intimate friend and correspondent, but his name is never once mentioned.

A few mistakes, or probably misprints, have caught our eye, which should be corrected in a second edition: "Professor Sedgwick" (for Henry Sidgwick), "T. R. Brown" (for the author of "Foc'sle Yarns"), and "E. F. E. Thompson."

(1) *A New Geography*. By J. M. D. MEIKLEJOHN, M.A. (Meiklejohn & Holden.) (2) *The British Empire*. By J. M. D. MEIKLEJOHN, M.A. (Same publishers.)

(1) A school-book which has attained the phenomenal circulation of seventy thousand copies can profit little by any words of commendation in a review. The late Prof. Meiklejohn's "Geography" has now become a standard English work, and is accepted as a model for style of arrangement and completeness. It is our duty only to note that this thirty-first edition has been thoroughly revised and brought up to date (1903). We have tested this assertion by studying the new section devoted to South Africa, and find that the name Orange Free State is duly changed to Orange River Colony. In the earlier editions we find that, "though the Transvaal is an independent State, Queen Victoria has been acknowledged as Suzerain, and can control the foreign policy of the Republic." This becomes in the new edition "it and the Orange River Colony (late Free State) challenged the power of Great Britain in 1899 and were annexed in 1900"—a statement which may give young children the impression that annexing the Transvaal was much like shelling peas. Fuller historical details would have been valuable in this case, even in a geography; though we admit it is difficult to make considerable changes in new editions of a work of this kind. As showing how necessary such new editions are it is noteworthy that in the 1898 edition of this work the population of the Transvaal was given as about half a million, of whom two hundred thousand are whites; in the new edition the corresponding numbers are one million, and two hundred and fifty thousand. However, the Dutchmen remain "slow moving and unenterprising"—this in spite of De Wet! We were unable to find the chapter on "Commercial Geography" which, the preface assures us, is a new improvement in this edition. The statistics in the chapter on this subject have been revised, but otherwise there is no change in the contents of the chapter.

(2) Prof. Meiklejohn's companion volume, "The British Empire," has now reached its seventh edition, and bids fair to rival the larger work in popularity. It has the considerable defect that no index is supplied. The treatment of the colonies, is, of course, much fuller than in the larger book, and freer use is made of quotations, which are admirably chosen and add greatly to the interest. A bibliography of the books from which quotations have been taken would have made a useful appendix. "Allen" or "Dilke" is not sufficient, even though by searching it may be possible to discover the full title of the book from which the quotation is taken. The arrangement of the matter is excellent, and adroit use is made of various types; occasionally, however, the type is too small for children's eyes. The book aims successfully at giving a vivid picture of the Empire, and it should help young Britons to "think Imperially"—we do not mean to be tariff reformers.

"Blackie's Illustrated Latin Series."—(1) *The Fifth, Sixth, and Seventh Philippic Orations of Marcus Tullius Cicero*. Edited by T. K. BRIGHOUSE, M.A. (2) *M. Tulli Ciceronis Laelius de Amicitia Liber*. Edited by Rev. F. CONWAY, M.A.

(1) In choosing this part of Cicero for treatment, Mr. Brighouse, Assistant Lecturer in Classics at Aberystwyth, if he has not broken new ground, turns up soil long fallow. At least, no very important epexegetical work has been done on these speeches of late years, and it is epexegesis, not criticism, that is here in question. Without attempting to imitate the thoroughness of Halm and Mayor's edition of the "Second Philippic," Mr. Brighouse has produced a good working text-book. It was, indeed, meritorious in him to abstain from editing the "Second Philippic" again. Both the introduction and the notes seem to us excellent of their kind, their kind being such as will meet the wants of a fifth form or pass students at a University. By the way, the true name of the "Larks," when they became the Fifth Legion, was, in spite of Suetonius, not "Legio Alauda," but "Legio V Alaudae" (indeclinable), and schoolboys might as well be told so. Mr. Brighouse writes about "men of the Alauda legion." It is, however, a trivial matter. We should have liked our editor still better had he defied *his* editor and given us an index. His book was well worth one.

(2) Viewed as a substantive edition of the "Laelius" this were naught. It does but set us thinking how many builders have procured their stones, directly or indirectly, from Moritz Seyffert's quarry. But, if we regard it as a school book, no praise could well be too high. Mr. Conway, who is an assistant master in Merchant Taylors' School, informs us that he has from time to time read the dialogue with his classes during more than twenty years of public-school work. Occasionally we discover in his pages a phrasing ("subjunctive of 'indefinite thou,'" for example) that is local or peculiar to some special text-book; yet this latest addition to Blackie's series will be welcome everywhere. The introduction tells the beginner in language simple, without being childish, all that he will need to know about Cicero and Cicero's style and the structure of this particular treatise. If the commentary is eclectic, it will serve its purpose in the class-room none the worse for that. We cannot say that the editor has always chosen the best that was before him: thus C. F. W. Müller's explanation of "Dispares enim mores disparia studia secuntur" (§ 74) should hardly have been preferred by him to that which makes *dispares mores* an accusative case. But, in general, he has hit the mark; and the crisp and scholarly notes, not too full, yet ignoring no real difficulty, are just what the piece requires. A small matter may be touched on gently. We were congratulating ourselves that here at least was no account of Roman books when we came on a whole—not to speak irreverently—hat-box full of them (page 55). Would it not be possible for some one to provide a model *volumen* (with trimmings), which, displayed in a conspicuous place, might render pictures and descriptions unnecessary for a while? Mr. Conway, shows us, however, not a mere book, but a Roman library.

"Temple Series."—*C. Julii Caesaris de Bello Gallico Commentariorum libri quartus et quintus*. Edited by JOHN MARSHALL, LL.D. (Dent.)

The Rector of the Royal High School, Edinburgh, has prepared this edition for the use of young boys. His introduction treats in an elementary manner of the Roman constitution and the dangers that beset it; of Cæsar as the saviour of Rome, the invader of Britain, the conqueror of Gaul, and the writer of the "Commentaries." Moreover, it tells us how to translate Cæsar, and—as we hardly need to say—it discourses about the Roman army. All the matter provided in its several sections is interesting; everywhere a genuine desire to attract the youthful mind is apparent. To be bright, however, is more easy than to be accurate, and the way of the generalizer is full of pitfalls. It is hardly correct to say, for example, that the first expedition to Britain started "from a port generally identified now with Boulogne"; yet who could ask that the point should be argued in a little book like this? The suggestion (page 22) that Cæsar was the greatest prose writer that the world has ever seen is one for which some critics would decline to be responsible. Of the broad general statement that it is unsafe to make let the reader consider this by way of an instance: "With the conquest practically of the whole Mediterranean world the motive of patriotism, which the dangers and necessities of war inspire, was gone." But, if not faultless, the introductory matter is, on the whole, satisfactory. The notes are, as boys like them to be, short and to the point—a note consisting often of a version or the briefest of explanations. Cæsar's famous description of his bridge has been handled as it ought to be handled with beginners: a translation of the whole passage has been supplied. As to the vocabulary, we have not detected omissions in it; but it has its blemishes. The maker reminds us of an old acquaintance who believed that vowels were made long or short "by putting strokes or crescents over them." It is so—to give a few illustrations of the method—that he shortens the *e* in *erigo* and in *enuntio*, and the *u* in *nudo*; and so that he lengthens the *o* in *Lingones*. Dr. Marshall will, we trust, forgive us for touching on the defects of his auxiliary. These word-lists are still at times used in schools for the making of verses, and, in any case, if quantity is marked, it should be marked correctly.

Botticelli. By Mrs. ADY (JULIA CARTWRIGHT). (Price 2s. net. Duckworth.)

It was Botticelli's fate to be counted among the most admired artists of his day, but, towards the close of his life, to see the impetuous Michael Angelo hurrying Italian art along new and broader channels. The graceful, poetical, mystical school, so admirably exemplified in Donatello and Botticelli, was gradually overborne and lay neglected for four centuries. Then Rossetti and Ruskin brushed away the dust that had accumulated on these forgotten paintings. Once more the pre-Raphaelite artists became the vogue. Mrs. Ady rightly insists upon the highly poetic aspect of Florentine art in early days. Where Botticelli was not original he added new beauties to the courtly poetry encouraged by a cultivated society, aptly termed "the mediæval Greeks." The influence of the great preacher Savonarola upon Botticelli is a matter of history. Mrs. Ady briefly, but satisfactorily, illustrates this change both in the text and in the illustrations. This is a well written, bright little book that may be put in the pocket and read through on a fairly long railway journey. The illustrations (reproductions from photographs) are numerous, and, generally speaking, quite satisfactory. Some few are too small in scale. It is a pity that the picture of the "Angels of the Magnificat" (one of Botticelli's most delightful works) should have been spoilt by unskilful retouching. It would be far better to reproduce the pictures as they exist. Although

Mrs. Ady is inclined to think the rule of the Medici altogether wise and beneficent, those who cannot go so far will agree that in protecting and encouraging such artists as Botticelli they have made debtors the world of art. The "Popular Library of Art" should find a ready sale if the numbers are kept up to the present high level.

Catalogue of Prints, National Art Library, South Kensington. Vol. I. *Modern Etchings* (*Foreign Schools*). (Price 4s. Eyre & Spottiswoode.)

Readers who have used the Art Library (South Kensington Museum) during the past twenty years acknowledge, with some degree of gratitude, the many changes that have come about for the better during the past few years. Not only have the existing catalogues been overhauled, but there have been valuable additions in the way of printing the lists of the excellent Japanese prints and the fine collection of photographs. The present "Catalogue of Prints" is a further welcome addition. It has been our lot in the past to hunt through portfolios for examples wanted at short notice. The recent exhibitions that have been held at South Kensington must have surprised many habitual visitors to the Art Library. They could have had no idea of the hidden wealth in this matter of engravings and prints. Mr. Martin Hardy has compiled a useful book, and we look forward with interest to its completion. Then we should suggest that the plan followed in the new "Catalogue of British Drawings in the British Museum" be adopted. In that work a suggestive description of each print or drawing is given, just sufficient to recall the design. To a busy man this plan is invaluable. But, even so far as they are carried at present, Mr. Hardy's notes form a welcome addition to the catalogue.

"Books on Business."—(1) *Ports and Docks.* By DOUGLAS OWEN. (2) *Railways.* By E. R. MCDERMOTT. (3) *The Stock Exchange.* By CHAS. DUGUID. (Price 2s. 6d. each net. Methuen.)

Three eminently readable books, each written by an acknowledged authority, each beginning with an historical chapter and provided with a useful index. As is pointed out in (1), "Ports are but adjuncts to the railways, and nowadays trade is dependent on the railways" (page 167); and, as dock and railway stocks form a large proportion of Stock Exchange dealings, it will be seen that the subjects treated in the three volumes named are closely connected. Mr. McDermott says (page 4): "It would certainly seem that the evolution of the steam locomotive has reached a point at which much further progress can hardly be looked for"; but this, we think, is more attributable to the attention now directed to electrical traction than anything else. The section on Preferential Rates (page 46) on import traffic is especially interesting at the present time. In (3) the routine of that much maligned, but useful, institution, the London Stock Exchange, is familiarly explained. On page 68 we notice the statement that, "in the case of a bear having sold stock he has not got, he certainly does not desire to deliver it at the settlement": it might have been added, "nor *can* he do so." Perhaps a little more stress might have been laid on an essential difference between "bull" purchases and "bear" sales (apart from their being contrary operations), namely, that the person who sells what he does not possess *must* of necessity, sooner or later, buy it back, to close the transaction, either at the ordinary market price or, if "cornered," at whatever arbitrary price may be arranged between him and the victorious "bull." On the other hand, a "bull" bargain may be closed either by a sale or by taking up and paying for the stock. Mention might also have been made (on page 145) of the practice among members of the Stock Exchange for sellers of Bank shares to furnish the buyer, at the time of dealing or immediately after, with the distinctive numbers of the shares sold, in order to comply with the provisions of what is known as Leeman's Act (cap. 29, Victoria, 1867).

Modelling: a Guide for Teachers and Students. Vol. II. By ED. LANTERI, Professor of Sculpture at the Royal College of Art, South Kensington. (Price 15s. net. Chapman & Hall.)

"The genius teaches by his work, the professor by word and method. People rarely take into account all the qualities which a true teacher should unite in himself." Thus writes Prof. Lanteri in the book before us. Among these qualities to which he refers, thoroughness in method, clearness in statement, and an intelligent appreciation of the difficulties which will confront the pupil at each step are among the most important. The students at the Royal College of Art are to be envied. In Prof. Lanteri they have not only a capable artist, but a teacher who anticipates all the difficulties of modelling, and shows how to cope with them successfully. It his hard to say which is better in this book, the illustrations or the text accompanying them. In his first volume Prof. Lanteri deals with modelling in the round; in this, the second, he proceeds to the more subtle questions of *relievo*, where one has to express roundness and atmosphere by the just relationship of slightly raised planes. It follows that the student who essays this branch of modelling must be equipped with some fair knowledge of drawing from the life. Such a student will find Prof. Lanteri's illustrations (to say nothing of the text) most illuminating. The chapter that deals with drapery is excellent. There is none of the jargon about "chain-lines" and "parabolic curves" by which writers of the past have mystified their readers. Prof. Lanteri casts different materials so as to hang well. He then photographs them and points out the radiation of curves from a point, together with those spaces of rest which by contrast enrich the finest curves in drapery. He shows how to set about expressing these things in clay or wax, and illustrates his remarks by reference to classical sculpture. The art of the medallist has very recently sprung into renewed favour. It is well this should be so. No one with the most modest ability for appreciating fine art can be indifferent to the finest Greek coins or to those exquisite Italian, French, and Dutch fifteenth-century medals that have always been the delight of artists. Prof. Lanteri shows step by step how to proceed in this beautiful art. Nothing could be clearer than his explanations of a medal in the making. The advanced student will read the chapter on "Composition" with keen interest. After hearing so much to the contrary, he will be relieved to find so capable a teacher unhesitatingly talking a position clearly defined by his remark (page 109) "I do not hold with absolute rule in composition." The whole chapter is extremely well written. Prof. Lanteri's notes on the statuette are apposite. Of late these charming figurines have had quite a vogue. If our modern sculptors succeed in reaching the high standard of the ancient Greek and Roman bronzes, or more especially those of the Italian Renaissance, this will be due to the far-sighted advocacy of such men as Prof. Lanteri, and their insistence upon the necessity of studying these fine examples at first hand.

Donatello. By Lord BALCARRES. (Price 6s. net. Duckworth & Co.)

Lord Balcarres's interest in art is not of recent growth. For some years his name has been honourably associated with a society which has done good service in helping to preserve ancient monuments and works of art. His book on Donatello is remarkable for its careful detail. It will commend itself alike to the antiquary and the art student. Donatello gave some of his best years to assist in beautifying the Duomo of his native city. His fame spread and he found it necessary to employ many assistants from the Tuscan towns around to carry out his commissions. It is, consequently, difficult to decide in all cases which are the genuine works of the master, and which of his *garzoni*. The author of this book has examined in passing the arguments for and against a few doubtful works. These are cases where the artist is a safer guide than the antiquary. We doubt whether any documentary evidence would satisfy him (on stylistic grounds alone) that Donatello carved the Siena, the "Pazzi," and the Louvre Madonnas reproduced in this book. The art student will be delighted with fifty-eight photographs that have been capitally reproduced as illustrations. They bring into sharp relief Donatello's extraordinary grace and his freedom from the classical influences which already in the early fifteenth century had begun to change the character of art in Italy. Lord Balcarres writes with conviction. He intersperses his criticisms with some generalities that should be of interest to the lay reader. His remarks on "Drapery and Hands" (page 31), on "Donatello and Gothic Art" (page 42 and particularly on page 46), and on "Stiacciato" (page 77) are illuminating. He has, too, a pretty skill in epithets: Cardinal Accaiuoli in the Certosa is "prim and priggish"; Venice excelled in "rotund and sweltering sculpture"; Ghiberti is "the Euphuist of Italian sculpture." We have read the book from cover to cover with interest, and confidently recommend it to those who wish to know something in detail of a sculptor whose grace is proverbial and who throws a strong light upon the mental attitude of the citizens of no mean city.

The Life of the State. By GERALDINE HODGSON. (7¼ × 5 in., pp. 239; price 2s. 6d. H. Marshall.)

Miss Geraldine Hodgson is Mistress of Method at University College, Bristol, and was formerly Cobden Scholar of Newnham College, Cambridge. She very modestly makes no claim to originality on behalf of her little book, and speaks of it as "little more than a book of extracts," because so much of its material consists in quotations from writers of authority on her subject. But we do not think her readers will consider this a sufficient reason for denying her originality—any more than they would deny a sculptor originality because he takes his marble from the quarry, or, in a more domestic sphere, a *cordon bleu* true skill because he did not make his meats and vegetables. Her work is her own because of the way in which she selects and uses her material. In both of these respects she has done well. Her selections are excellent, and she has put them together and united them excellently. Moreover, she has set them before us in clear, simple, and forcible English. The little book is lively, interesting, and well fitted to accomplish its aim—to suggest to the young, and others who otherwise might not have remembered it, their indispensable duty as human beings and members of a State. Her subject-matter will best be indicated briefly by the titles of her chapters. These are: "The City States of Greece and Rome"; "The Growth of the English State"; "Parliament, the Cabinet, the Party System"; "The Judicature"; "The Executive"; and "National Liberty." The best chapters seem to us the second and the last, but all are good and indispensable in their places. There are omissions, no doubt. There must be omissions in books of this size. But everything of prime importance is included, and nothing is included which is not of real importance. The book, however, would stand some slight expansion later on, and would then be all the better for an index. We recommend "The Life of the State" very heartily to teachers.

History of Philosophy. By WILLIAM TURNER, S.T.D. (8 × 5½ in., pp. x, 674; price 12s. 6d. Ginn.)

Dr. Turner tells us in his preface that his purpose in compiling this text-book "has been so to set forth the succession of schools and systems of philosophy as to accord to scholasticism a presentation in some degree adequate to its importance in the history of speculative thought." This is what specially differentiates it from other text-books of the history of philosophy. That it was worth while to make this more adequate presentation there can be no doubt, if only for the purpose of clearing our minds of the confusion between the more or less decadent scholasticism of the fifteenth and sixteenth centuries—that against which Bacon inveighed so strongly—and the scholasticism of the thirteenth century which Dr. Turner calls its golden age. The desire of the latter was to reconcile philosophy and theology, an independent value being attached to each, and it being held that neither could really contradict the other; while a marked tendency of the former was the subjugation of reason to authority, together with a marked antagonism to the advance and development of human knowledge. Doubtless Dr. Turner himself and the scholastics of the thirteenth century attach a greater value to theology than most modern philosophers are willing to do; but, in any case, the fact and the nature of the predominance of theology demand a serious and an adequate treatment in every history of philosophy. Such a just and moderate treatment it receives here, and throughout the first two-thirds of the history just proportions are observed in this, as in other matters. The book—by far the greater portion of which deals with philosophers before the middle of the fifteenth century—is written in a clear and interesting style and is decidedly well informed. A brief bibliography, entitled "Sources," is prefixed to each chapter; the footnotes supply all the exact references required, and the index is sufficiently full. In a new edition it would, we think, be an improvement if more space and attention were paid to the philosophers of the eighteenth and nineteenth centuries—especially the latter. As the book stands at present, it is liable to convey the impression that only very little of first-class importance has been produced since the sixteenth or seventeenth century—an impression it would be well to avoid, unless it is definitely stated that the history is not brought down fully to the present day. In that case the last seventy or eighty pages might be given as an appendix.

Hero Stories from American History. By ALBERT F. BLAISDELL and FRANCIS K. BALL. (7¼ × 5½ in., pp. xii, 259, illustrated; price 2s. 6d. Ginn.)

This book is intended to be used as a supplementary historical reader by American children of from twelve to fifteen years of age. The selection of personages and events is very well made, and the anecdotes and incidents are well and simply told. The type used and the illustrations introduced are both very satisfactory. Indeed the book, though primarily meant for American children, deserves a welcome from English children as well. There is no marked anti-English feeling shown in its chapters; its judgments are sound and moderate and clearly put; and we can all unite in admiring the brave deeds of brave, high-minded, and intrepid men. The period dealt with is the first half-century of American national life. And, though the chapters are arranged in chronological order, there is no necessity that they should be read in that order, as no attempt is made to present a connected account, or a bird's-eye view, of the fifty years in question. At the end of the book we are given an index and a good list of books for reference and reading both at school and at home. We wish the book every success. We have not found a single dull chapter out of the fourteen given.

Gautier: Voyage en Italie. Edited by DE V. PAYEN-PAYNE. (Price 3s. Cambridge University Press.)

"Un des maîtres les plus sûrs et les plus rares en matière de langue et de style."—Baudelaire's *éloge* is fully deserved, and there is no better author than Gautier can be chosen for initiating a pupil into the mysteries of the French language, its richness of vocabulary, its logical precision, its perfect lucidity and harmony of rhythm. This monograph on Venice (the title is misleading) is less varied in interest than the "Travels in Spain," but it is an admirable introduction to the study of architecture. Mr. Payen-Payne has done his part as a commentator very thoroughly, and leaves, so to speak, no stone of Venice unturned: maps, plans, illustrative passages from Byron, Ruskin, Grant Allen—all is here that a tourist could desire. It would make a delightful volume to take on a visit to Venice, and our only complaint is that for the schoolboy the fare is too rich. There is no danger, indeed, of his suffering from a surfeit, but he may be repelled by the quantity. On the other hand, he is likely to cry out that for an intolerable deal of sack there is but a ha'porth of bread.

Three Merry Comedies for Schoolboys and Such. By C. A. PELLANUS. (Cambridge: W. Heffer & Sons; London: Simpkin, Marshall.)

A play adapted to the narrow limits of the schoolroom and suitable for schoolboys to act is so rare that the appearance of three of them together should be hailed with delight by every schoolmaster and boy. These are funny—genuinely funny—throughout, short, well constructed, and easily within reach of the average schoolboy; for the parts are evenly distributed and none of them too long, while the properties and general requirements are of the simplest and such as any schoolroom can provide. We heartily recommend these plays, which are to be had separately, to all schools and households where, in spite of the inadequacy of dramatic material, the claims of the drama are still recognized.

A Guide to the best Historical Novels and Tales. By JONATHAN NIELD. Third Edition, Revised and Enlarged. (Price 4s. net. Elkin Mathews.)

This most useful guide, which is indispensable for the school teacher of history, has been brought up to date. The supplementary list of semihistorical novels has been largely increased, and, in accordance with the suggestion that we made, many works have been transferred to it from the main list. Among various other improvements we may mention the starring of novels specially to be commended.

Drawing. By ROBERT Y. HOWIE, M.A. (Price 2s. 6d. Hodder & Stoughton).

This is a useful little book for the elementary student. It deals with freehand, shading, and colour in a simple, straightforward manner. The illustrations to the chapter on Shading have suffered much in reproduction by process. Mr. Howie would be well advised to redraw these for the next edition, and to force the drawing, *i.e.*, to make the differences in light and shade wider than they appear in the object.

Elementary Design. By C. F. DAWSON. (Chapman & Hall.)

This book consists of a series of "Lessons" in which the rudimentary principles of pattern are touched upon in order. It should be used as a guide to lead the student to trace the principles of ornament in important works. The illustrations, being entirely in line, necessarily at times lose much of the harmony that results from varied tone: but they are correspondingly more definite. The instruction is clear, and the teacher would find it useful as much for its suggestions as for its actual examples.

"The Story of the World for the Children of the British Empire."—Book V.: *The Growth of the British Empire, from Waterloo to the Present Day*, 1815–1903. By M. B. SYNGE: illustrated by E. M. SYNGE, A.R.E. (7¼ × 5 in., pp. vi, 255. Blackwood.)

This is a simple story of the Empire, beginning with the loss of South America to Spain, and ending with the welding of the Empire in these her latest days. The story is well told, and is the last of a series of five arranged as a reading book. The volume is supplied with a "teacher's appendix" of books likely to be useful for a more extended survey of the period, and an index.

Old Testament History for Schools. By the Rev. T. C. FRY, D.D. (7¼ × 5 in., pp. vii, 191; price 2s. 6d. Edward Arnold.)

A very brief history of the Old Testament down to the times of our Lord, or, rather, to the death of Nehemiah, with a very short sketch of the Jewish community afterwards. The view of the book is the critical view, and the boys will read the story with an abundance of interest which they might otherwise lack. Mr. Fry is Head Master of Berkhamsted School.

"Standard English Classics."—*Irving's Oliver Goldsmith: a Biography.* Edited, with Introduction and Notes, by CHARLES ROBERT GASTON. (6¾ × 4½ in., pp. xxix, 374, with portrait; price 2s. Ginn.)

This is a well printed, cheap, and very acceptable edition of the third and fullest of Washington Irving's accounts of the life and work of Oliver Goldsmith—first published in 1849, and founded mainly on the biographies of James Prior (1837) and John Forster (1848). It was written in somewhat of a hurry—traces of which are noticeable here and there in the construction of a few of the sentences. But the style of the book as a whole, as our readers know, is so simple, clear, and bright that we soon fall under the spell of the writer, and gladly accept his sympathetic imaginings, even though we are aware that Mr. William Black has told us in his "English Men of Letters" volume that one at least of the most charming of them is but the baseless fabric of a dream. The notes at the end are simple, brief, and sufficient; and the introductory matter tells us concisely and well all that is necessary about the author and his book. The portrait is an engraving of that by Sir Joshua Reynolds in the National Portrait Gallery.

"The Temple Series of English Texts."—*Essay of Dramatic Poesie.* By JOHN DRYDEN. Edited by W. H. HUDSON, M.A. (6½ × 4¼ in., pp. xvi, 140, with portrait; price 1s. 4d. Dent.)

This is a clearly printed and neatly bound small edition of Dryden's famous Essay. Mr. Hudson supplies a brief and, in many ways, helpful introduction; but we think he would have done better had he omitted from it the page or two dealing with Dryden's life, and given us instead somewhat more about the intellectual life of the period and the characteristic features of the small educated section of society to which the Essay was confessedly addressed. In other words, we think that the Essay needs, for its full appreciation, to be more definitely set in its social and intellectual environment than the editor has seen fit to do. The notes are few and short, and supply the student with such matters of fact as it occurred to Mr. Hudson to give. There is no attempt at expounding or illustrating Dryden's views and arguments.

"Descriptive Geographies from Original Sources."—(1) *Europe*. Selected by F. D. HERBERTSON, B.A., and edited by A. J. HERBERTSON, M.A. (6¾ × 4¾ in., pp. xxiv, 299, illustrated; price 2s.) (2) *Asia* (pp. xxxvi, 298). (3) *Africa* (pp. xl, 264). (A. & C. Black.)

We have already noticed with approval the volume on North America in this series. We can but repeat ourselves. The books open with a comprehensive account of the geography of the countries dealt with in the order in which they occur; and then follow extracts from various books of travel—chosen so as to give a fairly complete account of the chief features of the countries themselves, of their fauna and flora, of their natural features, &c. Altogether they form a very charming glimpse of the world. They close with a full bibliography and an index, and are well illustrated throughout.

UNIVERSITIES AND SCHOOLS.

ST. THOMAS'S HOSPITAL MEDICAL SCHOOL.

The following prizes for the Winter Session 1903–4 have been awarded:—First year's students: J. A. Clark, the William Tite Scholarship, £25; R. W. Rix, College Prize, £20. Second year's students: H. J. Nightingale, the Peacock Scholarship, £35; A. C. F. Turner, College Prize, £20; H. G. Bennett, College Prize, £10. Fifth year's students: A. G. Gibson (Medicine), £10; H. A. Kisch (Surgery), £10; C. E. Palmer (Midwifery and Diseases of Women), £10; A. G. Gibson (Pathology), the Haddon Prize, £10; K. Takaki (Pharmacology and Therapeutics), F. A. Broadribb and E. W. Parry (Forensic Medicine and Insanity), £5 each. The Mead Medal, for proficiency in Medicine, Pathology, and Hygiene, was awarded to K. Takaki; the Wainwright Prize (£10) and the Seymour Graves Toller Prize were awarded to A. G. Gibson, of Christ Church, Oxford. The Cheseldon Medal for proficiency in Surgery and Surgical Anatomy was awarded to H. A. Kisch.

OXFORD.

Classical Mods.

The vacation is only just over at the time of writing, and there is, therefore, little to record. The chief incident of academic interest since your last issue is the Honour Classical Moderations list, which was published on the 22nd. There were 240 candidates, of whom 11 were women: 33 men obtained Firsts; the numbers of the Second, Third, and Fourth Classes being 76, 64, and 32 respectively; while 17 passed and 7 failed. The women have 3 Firsts, 5 Thirds, 2 Fourths, and 1 pass. The whole list shows fewer Firsts and more in the lower classes than usual; though the difference is nowhere great. It was generally expected that the results would be rather below the average, and it would be a mistake to infer from the figures that there has been any fluctuation of standard. Considering the inevitable slight variations in the average quality of the candidates, the difficulty of the papers, and the severity of the examiners from year to year, the new system seems to work with great steadiness and success.

A more interesting question to the colleges is their comparative success in winning First Classes—what may be termed, by a pardonable metaphor, the sporting interest of the class list. In this year Balliol is again first with 7; Christ Church wins 6; New College, 4; Hertford and Oriel, each 3; seven more colleges have 2 Firsts or 1; and the remaining nine colleges obtain none. It is a curious instance of the fortune of war that this year Somerville College, with its 2 First Classes, has surpassed no less than 14 of the men's colleges, including some of the most distinguished.

Education Diploma.

The list of entries for the Diploma in Education (the examination for which has just been concluded) shows in a satisfactory way the growth of this work in Oxford. At first the training students were very few, and the standard of their academical achievement not generally high. Latterly, largely owing to the action of the Board of Education in requiring training both for Junior Inspectorships and for the Register, there has been a notable increase both in the numbers and in the qualification of the candidates. This Easter (the examination is held twice in the year) there is an entry of 30—24 men and 6 women, and more than half the men are graduates in Honours.

Greek Question.

There is no further intelligence to give of the Greek question, as the joint committees elected by Council and Congregation are still engaged in their rather intricate task of devising the best proposal to submit to the University. But no doubt their report will be shortly made to the Council, and the scheme, it is to be hoped, published for consideration before the term is far advanced.

Historical Portraits.

The Historical Society of Oxford have conferred a great boon upon the public by organizing a Loan Collection of Historical Portraits, which the Society hope may be only the first of a series. Besides the colleges (where many pictures of great historical interest exist, which are seldom seen) there are also the museums, libraries, and galleries, the city of Oxford, and the private or official owners who have liberally contributed, and notably a few private houses in the county like those of Sir G. Dashwood and Lord Dillon, whose loans have greatly added to the value of the exhibition. It is enough to be told that this collection of 137 pictures contains portraits (contemporary or copied) of fourteen royalties—viz., Edward III.; Elizabeth, Queen of Edward IV.; Henry V., VII., VIII.; Catherine of Aragon and Anne of Cleves; Mary Tudor; Philip II.; Elizabeth; James I.; and Charles I.; of nine founders or co-founders—viz., William of Wykeham, Chichele, Waynflete, Linacre, Foxe, Wolsey, Sutton, Oldham, and Dorothy Wadham; of Tyndale (reformer and martyr), Warham, Wyatt the poet, Sir W. Raleigh, Walsingham, and Burghley; of Frobisher, the Arctic explorer, and Bodley, the founder of the Bodleian; of William Camden, Francis Bacon, Orlando Gibbons, Dudley Earl of Leicester, and Devereux Earl of Essex. Many of these will be seen for the first time even by residents in Oxford, and still more, of course, by visitors. It is satisfactory to learn that the difficulty of obtaining the loan of the pictures was very much less than had been anticipated.

The following announcements have been made:—

Appointments: To be Ford Lecturer in History for 1904–5—Andrew Lang, M.A. (Merton). To be Proctors—Rev. E. J. Palmer (Balliol) and J. L. Myres (Christ Church). To be Pro-Proctors—C. Bailey and A. W. Pickard-Cambridge (Balliol), C. M. Blagden and J. G. Anderson (Christ Church). To be governors of schools—Right Rev. the Bishop of Manchester (St. Paul's); Rev. C. H. Daniel, Provost of Worcester (Stratford-on-Avon).

University Prizes and Scholarships: Denyer and Johnson (Theological)—C. L. Broun (Fellow of Magdalen), S. L. Brown (Scholar of Wadham). Stanhope Prize—H. O. Roome (Exhibitioner of Merton). Gladstone Prize—F. P. Osborne (Scholar of Lincoln); *prox.*, P. H. Kerr (New); Hon. Mention, D. Du B. Davidson (Balliol). Matthew Arnold Prize—A. Maxwell (formerly Scholar of Christ Church). Lothian Essay—H. H. E. Cra'ster (Fellow of All Souls'); Hon. Mention, J. J. Pigg (St. John's). Greek Testament and Septuagint Prizes—Senior prizes not awarded. Junior Greek Text—H. D. A. Major (Exeter); *honorarium*, R. K. Evans (Merton). Junior Septuagint—J. W. Smallwood (Keble); *honorarium*, L. H. C. Shuttleworth (Scholar of St. John's). Syriac—S. L. Brown (Scholar of Wadham).

LADY MARGARET HALL.—The following scholarships have been awarded:—The James Cropper Scholarship of £50 a year for three years to Ada E. Levett, Guildoun, Tunbridge Wells (Modern History); a scholarship of £45 a year to Dorothy Bond, Blackheath High School and Ladies College, Cheltenham (Classics); one of £35 a year to Dorothy L. Andrews, the Grove School, Highgate (Mathematics); and one of £30 to Rachel E. Bell, home education (Classics).

ST. HUGH'S HALL.—The following scholarships have been awarded:—The Old Students' Scholarship of £30 a year for three years to Mary I. M. Ottley, Baker Street High School (Modern History); a Hall Scholarship of £25 to C. Gwendolen Watson, North London Collegiate School (Latin and French); the Ottley Scholarship of £40 to Gertrude C. Hough, Worcester High School (Mathematics).

ST. HILDA'S HALL.—Two open scholarships are offered in October of the value of £40 and £30 respectively.

WALES.

A Welsh Educational Week.

An attempt has been made this year to organize a Welsh educational week at Aberystwyth. In Easter week the Guild of Graduates, the Welsh County Schools' Association, and the Aberystwyth Old Students' Association met at Aberystwyth, and tried to combine business with pleasure.

The Welsh County Schools' Association.

The Welsh County Schools' Association held their Annual General Meeting on Thursday, April 7. The attendance was considerably below the average: the head masters and head mistresses of many schools which had not closed for the Easter holidays were unable to attend because of end-of-term pressure of work, while many of those who had broken up objected to educational conferences in the holidays. The discussions were concerned largely with the regulations and schedules of the Central Welsh Board. Comparatively few modifications were suggested, which tends to prove that the syllabuses are, in the main, sound and satisfactory. The most important subject debated in connexion with the Central Welsh Board regulations was that of alternative schemes. Attention was called, at the last meeting of the Central Welsh Board, to the seemingly unnecessary number of alterna-

tive schemes sent in by Mr. William Edwards, one of H.M. Inspectors of Schools and an educationist who cannot be suspected of wishing in any way to curtail the liberty of the teacher. The contention that there was no sound educational reason for sending in many of the alternative schemes which are submitted from year to year was admitted to be correct by the President, Mr. Trevor Owen, who said that no one seized the privilege of sending in alternative schemes more than he did, but that there was need of care lest it should be abused. As it was imperative, in the interests of the intellectual freedom of the schools, that this power should be preserved, he appealed to his colleagues to use it with moderation.

There was absolute unanimity on the resolution "That in the opinion of this Association the maintenance funds of the county schools are seriously inadequate, and in particular it is urgent that the means available for the salaries of assistant masters and mistresses should be largely augmented." Mr. Jenkyn Thomas, who moved the resolution, pointed out that the average salary paid to assistant masters was only £127, and that paid to assistant mistresses only £105. The difficulty of retaining the services of the best assistant masters and mistresses was emphasized by many speakers, and it was resolved to press the matter on the attention of the new Education Authorities.

The object of several other resolutions passed was to bring the University of Wales and its constituent colleges more in line with progressive ideas in education. The University was asked to make geography one of the alternative subjects in the Welsh Matriculation Examination; to take preliminary steps to establish a School of Geography; and to make conversational knowledge of French and German compulsory on all candidates taking Intermediate, Ordinary, Special, and Honours Courses in those languages. It was stated that candidates can take First Class Honours in these subjects without any conversational knowledge, which was absurd. The University colleges were requested to make practical work in science compulsory on all candidates for science scholarships, which are now awarded entirely on theoretical work. Mr. J. Trevor Owen was re-elected President, Mr. W. Jenkyn Thomas Secretary, and Mr. T. R. Dawes Treasurer. Mr. F. P. Dodd and Mr. P. W. Jones were added to the Executive Committee.

The Guild of Graduates.

The Guild of Graduates met on the same day as the Welsh County Schools' Association, and was better attended than usual. The reports of the various Committees were presented, the most interesting being that of the Standing Committee, who recommended that the publication of a Welsh Dictionary be undertaken by the Guild, and a Committee appointed to draw up a scheme for carrying out the work. The Warden, Mr. Marchant Williams, explained that it was at one time contemplated by the Guild to finish the dictionary commenced by Chancellor Silvan Evans; but there were many difficulties in the way. It was considered better that the Guild should undertake a dictionary on its own account, and prepare one worthy of the nation and of the language. He did not think there would be any difficulty in getting £300 or £400 from the Treasury to carry on the work. The recommendation was adopted, and Principal Rhys, Prof. Anwyl, Prof. J. E. Lloyd, Prof. J. Morris Jones, Mr. J. H. Davies, together with the officers of the Guild, were appointed a Committee to deal with the matter. It is understood that the reasons which induced the Standing Committee to abandon the project of completing Chancellor Silvan Evans's dictionary were its extreme weakness on the philological side and the lack of the sense of proportion shown in the selection of illustrative quotations. The want of a good Welsh dictionary is severely felt by all students of Welsh, and it is to be hoped that the Committee, which is a strong one, will set to in real earnest and prosecute the work to a finish. Wales is, however, so thickly strewn with the wrecks of ambitious projects started with a great flourish of trumpets and then abandoned that none except the youngest enthusiast can feel absolutely assured that even this Committee will be different from others entrusted with works of national importance. We shall see what we shall see. After the business meeting of the Guild, a joint meeting was held with the Welsh County Schools' Association, when Dr. W. Williams, Medical Officer of Health for Glamorgan, read an admirably sensible and suggestive paper on "The Sanitary Control of Schools," which it was decided to print. In the evening Principal Reichel discoursed to a keenly interested audience on "Some Interesting Features of American Universities," which were chiefly the attention paid to post-graduate study and to applied science.

Bangor University College Building Fund.

At the meeting of the Court of Governors of the University College of North Wales, held on April 20, it was reported that the total amount of subscriptions promised to the Building Fund had now reached £26,101, and that the work of organizing the collection of subscriptions in the different districts of North Wales had made steady progress. An architectural draughtsman had been appointed to note the requirements of the heads of the various departments of the College. It was claimed that £26,000 was a large contribution for North Wales, and exceeded the amount collected for the building fund of the Cardiff University College, round which there was a population overflowing with wealth as compared with that of North Wales.

School of Forestry.

The authorities of the University College of North Wales have lost no time in starting the new Department of Forestry in connexion with their Agricultural Department. Mr. Fraser Storey, at present Lecturer at the Edinburgh and East of Scotland College of Agriculture and Examiner in Forestry in the Edinburgh University, has been put in charge, and will commence duties about the end of May.

Cardiff's "Tin Sheds."

The supporters of the other University colleges of Wales are very fond of japes at the expense of the "tin sheds" in which they allege the Cardiff University College is mainly housed. The editor of the *Cambrian News*, in a recent issue, in a paragraph headed "A Chance for Cardiff," said: "There is a splendid lot of tin sheds to be sold at a mine near Aberystwyth next week. This is a grand chance for Cardiff College." Proceeding to discuss the claim of Cardiff that the Welsh National Museum and Library should be located there, he remarked: "Nobody wants to be shabby towards Cardiff; but the way Cardiff rattles its tin sheds is somewhat annoying in face of the fact that the rich men of Cardiff keep their hands in their pockets and their money too. I do not think Cardiff will have built a college worthy of the name in fifty years to come. By that time Aberystwyth will be a cluster of colleges, and Cardiff most likely will be a series of disused coal tips." Who says that education is a dull subject?

A Welsh Vice-President of the N.U.T.

There has been great rejoicing among the elementary teachers of Wales at the election of Mr. Tom John (Llwynypia) to the post of Vice-President of the N.U.T. This gratification is shared by Welsh secondary teachers also, who entertain feelings of great respect and liking for Mr. John. He has always laboured to preserve a good understanding between the teachers of the two types of schools and to promote the proper co-ordination of elementary and secondary education. He is in particular a most valuable member of the Executive of the Central Welsh Board.

Welsh National Museum and Library.

The deputation which waited upon Lord Londonderry with reference to the proposed Welsh National Museum and Library do not seem to have done any good. The President of the Board of Education told them, in effect, to agree on a definite plan, and declined to undertake himself the responsibility of choosing a location for the Museum and Library. This really means that until either Aberystwyth or Cardiff withdraws its claims the movement will never get "forrader."

SCOTLAND.

Lord Kelvin has been unanimously elected Chancellor of Glasgow University, in succession to the late Earl of Stair. Mr. A. C. Bradley, Professor of Poetry in the University of Oxford, has been appointed Gifford Lecturer at Glasgow University for sessions 1906–7 and 1907–8. Very successful commemorations have been held at St. Andrews and Glasgow. The St. Andrews festivities appropriately included a golf match; and the Glasgow graduates heard an oration by Sir William Ramsay on Joseph Black, and were present at the unveiling of a memorial to the late Prof. John Young. Among the other events were graduations, receptions, and dinners, and in both Universities those who have inaugurated the new celebrations are greatly encouraged by their success.

Education Bill.

The new Education Bill is being received with a tempered satisfaction. The abolition of the cumulative vote and the extension of the School Board areas are generally approved, though there are many people who think that the county would be a better area than the county district. Some county districts are probably too small; but, on the other hand, some counties are much too large. The retention of the *ad hoc* principle is also generally accepted; but no doubt in course of time the supporters of municipal control will urge their objections more loudly. The provisions regarding the voluntary schools are encountering opposition both from the Roman Catholics and from the extreme Protestant party. But this only strengthens the general belief in the fairness of the Bill. The financial clauses are likely to be opposed by many Town and County Councils. Considerable sums of money in the form of Imperial grants, which have in many places been hitherto used for the reduction of rates, are recalled by the Bill for purposes of education. These, along with other grants which have been applied by County Councils to the support of secondary and technical education, are to be combined in a single fund, which the Department is to spend mainly on higher education. This will mean in many places a considerable addition to the rates. On the other hand, the objectors are ignoring the fact that the Bill does not give to the School Boards the power to rate for secondary and technical education. This will, no doubt, be emphasized by the Government. The arrangement is politically a clever one; but from an educational point of view it cannot be called satisfactory. For it practically entrusts to the Department the entire control of higher education, and thus makes the School Boards wholly subordinate bodies with functions which are mainly mechanical. Such Boards are not likely to attract the best men in their various districts, and local interest

in higher education, which ought to be encouraged, is almost certain to be depressed.

In the matter of the Provincial Councils, the Department is similarly safeguarded from initiative on the part of its counsellors. In place of one Council, which might have had considerable weight as expressing the opinion of the country as a whole, we are to have four separate bodies, which are to consider what it pleases the Department to refer to them. Some of the matters with which they may deal are indicated in the Bill, and none of these are of fundamental educational importance. Politically the chief feature of the Bill is the increased strength it will give to the centralizing tendency, the growth of bureaucratic power, which has arisen owing to the defects of the present system. This is greatly to be regretted. It spoils a Bill which, in other ways, will do much for education in Scotland. In short, it may fairly be said that what the Bill gives with one hand it takes with the other.

IRELAND.

Trinity College Divinity School.

The long standing grievance of the Protestant Episcopal Church of Ireland in regard to their entire lack of control over the Divinity School of Trinity College came prominently before the General Synod of the Church of Ireland at their meeting in the middle of April. Before the disestablishment of the Church and the passing of the Tests Act in 1873, although the Bishops had no control over the Divinity School, security was afforded as to its adequate maintenance and the orthodoxy of the teaching by the fact that all the Senior Fellows constituting the governing body, the Board of Trinity College, were clergymen of the Irish Church. After the passing of the Tests Act the Board themselves proposed to the Church to hand over the government of the School to a Council of the Church of Ireland, vesting the funds spent on it in the Representative Church Body, a proposal which was gladly accepted by the Church. Subsequently, however, the Board seemed to prefer another scheme, and at the instance of the Church the Belmore Commission was appointed by Government to investigate the position of the Divinity School in connexion with the Church. That Commission reported favourably to the transference of the control of the School to the Church; but their recommendations have never been carried out, and during the intervening twenty-four years of negotiations the views of the Board have apparently quite changed.

Of late the Synod have shown increased uneasiness in regard to the question of the Divinity School, and at the reluctance of the Board to come to an arrangement. Last November the Board met a Committee of the Bishops, which asked them to give them guarantees that (*a*) the funds at present spent on the Divinity School would be secured to it for ever, and that (*b*) no change in the books or teaching would be made without the approval of the Church. The Board, in reply, declined both proposals, pointing out that the fact that the Divinity students constituted a large and important section of their students was sufficient security that the Divinity School would be well maintained, and that the books and teaching were determined by the Professors of the School, who were clergymen. The Committee of the Bishops considered this answer as hopeless and final, and recommended the Synod to use influence with the Government to procure relief or compensation. After a long debate, however, the Synod only passed a resolution requesting the Bishops—assisted, if they wished, by a Committee—to draw up a scheme which would not involve the separation of the Divinity School from Trinity College, and to submit it to the Synod next April. Meantime, the utterances of the new Provost (Dr. Traill) and others of the Board do not show any intention of the latter changing their position. They contend that the Church has every security in the importance and value of the School to the College, no matter what the tenets might be of a majority of the Senior Fellows in future years, and that also the Bishops could refuse to ordain their students if they were not satisfied with the teaching. They also point out that the Divinity School represents the Faculty of Theology in the College, and is not confined to the Irish Church, but prepares men for the English and other Protestant Churches all over the world; in fact, out of over 2,600 electors of the University who are in Orders, only 900 are in the Irish Episcopal Church. Moreover, if in process of time the majority of their theological students came to belong to some other Church, the Divinity School would change in the same way.

It has frequently been proposed that the Divinity School should be separated from Trinity College in order to make the College wholly non-sectarian, and remove the Roman Catholic objection. Such a separation would be, from a pecuniary point of view, injurious to the College and also to the Church, unless the latter were given funds for the education of the clergy; and it would not in the least induce the Roman Catholic Bishops to consent to their youth being educated in the College. Meanwhile it seems certain that in this question of the control of the Divinity School we have another point on which the authorities of Trinity College will not change, and will not allow any outside interference, and which will require a larger scheme of reconstruction of the whole College before the wishes of the Bishops can be met. The Board are in this case, we believe, on the right side in the contention.

Trinity College and Cambridge Women Students.

The Board have not yet openly and officially published their scheme for the admission and teaching of women in Trinity College: nevertheless they are making haste to be generous to the women students of another University before they have even begun to be just to their own. Dr. Traill, last June, when proposing the admission of women students to Trinity College at the Senate, suggested that Dublin should confer honorary, or *ad eundem* degrees to the women students of Girton and Newnham who had obtained the Tripos certificate. On April 21 a grace was sent down by the Board to the Senate to this effect, probably at the suggestion of the Provost. The matter, however, was postponed at the request of the Vice-Chancellor of the University, Judge Madden, who was unable to attend. The only injury that might result from such an arrangement is that it might lessen the number of women students entering Trinity College.

The New Provost.

However it may be wished that Trinity College were represented by a Provost more distinguished in science or letters, there is no doubt that the appointment of Dr. Traill has given great satisfaction to a large majority of those interested in the College, and—what is much to his credit—to the immense number of graduates to whom in their student days he acted as tutor. A movement has been started among his old pupils to present him with some memorial of their affection and their satisfaction with his appointment. Mr. Balfour's reply to the criticism made in the House by an Irish member was simply the truth—he could not appoint a Provost who was not acceptable to the members of the College. Petitions against others—the two most likely candidates—were presented to the Government by the Fellows.

New Appointments in T.C.D.

Dr. Tyrrell, the well known classical scholar, becomes the new Senior Fellow, after being Junior Fellow for thirty-six years. He also becomes Senior Registrar, in the room of Dr. Tarleton, who takes Dr. Traill's place as Senior Bursar. Mr. Henry Dixon, a distinguished graduate and a man who has done some very valuable scientific research work, has been appointed to the Professorship of Botany, vacant through the resignation of Prof. Wright. It promises to be an excellent appointment on a side which much needs improvement—natural science.

The Death of Brother Burke.

A great loss has been sustained in Roman Catholic education by the death of Brother J. D. Burke, one of the most gifted of the teachers of the Christian Brothers' schools. He was an enthusiast in education, a highly cultured scholar, and a man of perfect simplicity and sweetness of nature. He raised the school of the Christian Brothers in Cork to a most distinguished position, preeminent for its teaching of science, and through his exertions a technical school has recently been added. Brother Burke was probably the finest teacher in the country, immeasurably in advance of the ordinary standard in Ireland. He died from a street accident in his seventy-second year.

The Margaret Stokes Lectures.

The annual lectures established in Alexandra College in memory of Miss Margaret Stokes, the archæologist, will begin early in May, and will be delivered by Dr. Joyce, the distinguished Irish scholar, whose learned "Social History of Ancient Ireland" has recently been published. His subject will be on the same lines as this book.

Irish Association of Women Graduates.

Just before Easter the annual meeting of this Association was held. A resolution was passed to endeavour to obtain the opening to women students of the lectures given at University College. While the three Queen's Colleges and Magee College are fully open to women, University College only admits them to a few lectures on the more popular subjects, which are also open to the general public—about 30 lectures out of 123 given weekly on the subjects of the curriculum of the Royal University. Women students resident in Dublin are thus left almost wholly without teaching from the Fellows of their University. The grievance is aggravated by the prohibition of the Church, which prevents Roman Catholic women attending any of the other colleges which are open—a prohibition it will be found impossible to maintain, if the Church do not give the teaching in University College which they prevent women obtaining elsewhere. Catholic women students have been amongst the most brilliant in the Royal University. The three women Junior Fellows have been Catholics.

The Chief Secretary and Irish Education.

Mr. Dale's Report on Irish National Education was made the occasion of a debate in the House last month, when Mr. Wyndham, in his reply, gave very little hope of any remedy. The depressing consideration is not only that the present Government could hardly undertake the question, or that additional funds could not be obtained at present, but that the enormous difficulty of devising any improvement with the ecclesiastical pretensions dominant in Ireland makes a remedy almost impossible. As the Church will not sanction any University not wholly under its control, so it would not permit local control of the primary schools instead of the present clerical managers, or allow secular secondary schools, or submit to a Department regulating and co-ordinating Irish education in general.

(*Continued on page* 358.)

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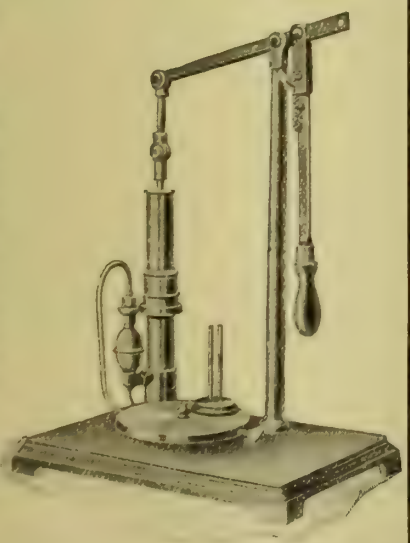
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Their demand is to receive public money, without public control or interference, and that Catholic children shall be thus wholly educated by them and apart from others of different denomination. If such claims are to be conceded, improvement seems to be beyond hope.

The Assistant Masters' Association has recently published a pamphlet in which it is recommended that the Intermediate Board shall investigate the finances of each school, give grants accordingly, and insist on trained teachers with adequate payment. The Catholic schools (all under the Church) would not submit to such investigation, or to the training of teachers, or to stated salaries. This is but one example of the difficulties to be met.

SCHOOLS.

BRADFORD GRAMMAR SCHOOL.—Mr. S. F. Edmonds, B.A. Camb., has been appointed an assistant master at the Royal Naval College, Osborne; Mr. E. J. Groves, B.-ès-L. France, has been appointed senior French master at Bradfield College, Berks; Mr. E. J. Bonnor, M.A., has been appointed Head Master of Rivington and Blackrod Grammar School, Lancs; and, in place of the above, Mr. C. H. Blomfield, M.A. Camb., B.Sc. Lond., second master at Loughborough Grammar School, and Mr. Ellis Jones, M.A. Oxon., senior science master at Lancaster Grammar School, have been appointed assistant masters in the Bradford Grammar School; and Mr. S. Tindall, B.A. Oxon., M.A. Victoria, has been appointed second French master. Mr. F. G. A. Butler, Brown Scholar of the Bradford Grammar School, had a distinguished career at Oxford, and shortly after leaving the University in 1896, entered the Colonial Office. He has recently been appointed private secretary to the Duke of Marlborough, Parliamentary Under-Secretary of State for the Colonies.

BRAMLEY, ST. CATHERINE'S SCHOOL.—In the Cambridge Examination held at the Bramley Centre in December last, four Higher Local candidates, eleven Seniors, five Juniors, and nine Preliminaries were entered from the school. Of these all were successful with the exception of one Senior. One Higher Local candidate obtained Second Class Honours in Group B, and one Senior and one Preliminary obtained Third Class Honours. In the Senior two Distinctions in Scripture, two in Music, and one in Drawing were also gained. The Associated Board of the R.A.M. and R.C.M. held an examination at the school in March. Thirty-three candidates were entered for the various divisions, of whom thirty-two passed.

BROMSGROVE SCHOOL.—Four entrance scholarships of from £80 to £20 per annum and two house exhibitions of £20 will be offered this year; one choir scholarship of £20 or £30 will also be offered. Principal prizes and distinctions gained in the school: Martin Reading Prizes—Senior, W. N. Macleod; Junior, A. J. Stewart. At the sports: *victor ludorum*—Edlmann. College scholarships and other distinctions outside the school: S. H. Thompson, Postmastership, Classics, Merton College, Oxford; H. T. Lewis, Exhibition (History), Exeter College, Oxford; H. B. Sweet Escott, Entrance, Royal Military Academy, Woolwich. Mr. F. Burkitt has resigned his mastership. Speech Day is fixed for Wednesday, July 27. The preacher will be the Ven. Archdeacon Diggle, Rector of Birmingham.

BRUTON, SEXEY'S SCHOOL.—B. Osborne was head of the list at the last examination for the Excise out of 1,160 candidates; L. P. Brown gained a First Class at the King's Scholarship Examination; J. Read and W. L. Hodder passed the London University Matriculation Examination. Mr. H. Crowther, B.Sc. Vict., succeeds Mr. J. Hartley, F.I.C., as science master.

CHELTENHAM LADIES' COLLEGE.—Dorothy Bond has gained a classical scholarship of £45 a year for three years at Oxford.

CHELTENHAM, THE DEAN CLOSE SCHOOL.—G. H. Luce was first in Latin and in Greek in the recent Cambridge Local Junior Examination. The school took part for the first time in the Public Schools' Gymnastic Competition at Aldershot. Our representatives obtained the second place, with 162 marks; Cheltenham College was first with 162½.

CHIPPENHAM AND DISTRICT COUNTY SECONDARY SCHOOL.—Mr. W. P. Gooding, B.A. (Wales), has joined the staff as junior master.

CROSSLEY AND PORTER GIRLS' SCHOOL.—Our head girl, Minnie Bowrey, who passed the Senior Cambridge Examination with Second Class Honours and two Distinctions, has been awarded the Royal Geographical Society's Senior Silver Medal for Political Geography.

EAST LONDON TECHNICAL COLLEGE, MILE END ROAD, E.—Twelve junior scholarships are offered for boys between fourteen and sixteen, £10 to £20 a year, with exemption from fees, and at least four senior scholarships (two reserved for women), £40 per annum, with exemption from fees. Candidates must be between sixteen and nineteen years of age. Marmaduke R. Colman has gained a mathematical scholarship (open) of £100 per annum at Hertford College, Oxford. Clarence Smith, D.Sc., has been appointed assistant lecturer and demonstrator in the Chemical Department; recognized teacher of the University of London.

FELSTED SCHOOL.—The following distinctions have been recently

(*Continued on page* 360.)

These School and Teachers' Advertisements are continued from page 323.

CHELTENHAM COLLEGE.—The ANNUAL EXAMINATION FOR SCHOLARSHIPS will be held on MAY 31, JUNE 1 and 2. FIFTEEN SCHOLARSHIPS at least of value ranging between £80 and £20 per annum will be awarded, including ONE SCHOLARSHIP of £35 per annum for sons of Old Cheltonians only; and THREE SCHOLARSHIPS confined to candidates for Army Examinations; also several HOUSE EXHIBITIONS of £20 per annum or more. Senior Candidates must be under 15 and Junior Candidates under 14 on May 1st. Apply to—The BURSAR, The College, Cheltenham.

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The subjects of examination will be Arithmetic (the ordinary rules and processes, including practice, proportion, vulgar and decimal fractions, averages, percentages, and stocks), English Grammar and Composition, Outlines of the Geography of the World, Outlines of English History. Candidates will also be examined in any one of the following subjects, but they will be allowed the option of being examined in any two of them:—Latin, French, German, Algebra, Mechanics, Physics, Animal Physiology, Botany, Chemistry, and Domestic Economy; and girls will be examined in Needlework, but this will not be regarded as a failing subject. All candidates will also be required to read with fluency, ease, and just expression.

Further particulars will be supplied to intending applicants before the Examination. Communications in regard to this notice should be addressed to the CLERK OF THE BOARD, School Board Offices, Victoria Embankment, W.C.

OXFORD LOCAL EXAMINATIONS.

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Forms of Entry for this Centre must be sent in before noon on May 13th to

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School and Teachers' Advertisements are continued on pages 359, 361, 363, 364, 365, 366, and 367.

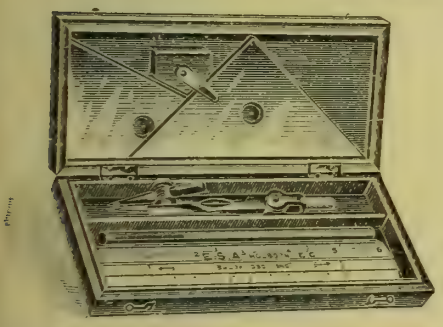
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These School and Teachers' Advertisements are continued from page 358.

TONBRIDGE SCHOOL.—SCHOLARSHIPS EXAMINATION on 14th, 15th, and 16th June, 1904. For full particulars apply to the HEAD MASTER, School House, Tonbridge.

TEACHERS FOR SOUTH AFRICA.

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AN EXAMINATION of Candidates for direct entry as ENGINEER SUB-LIEUTENANTS in H.M. Navy will be held at the Royal Naval College, Greenwich, on the 1st of June, 1904, and following days. Age 20 to 23. Must have attended the regular Day Engineering Course at a recognized College for Technical Education for not less than one College year, and have had at least three years' training in approved engineering establishments. Applications to compete to be made to the SECRETARY OF THE ADMIRALTY, Whitehall, London, S.W., before the 5th of May, 1904.

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THE BOUND VOLUMES of "THE JOURNAL OF EDUCATION" for all years down to 1883 (inclusive) and also for 1885 and 1899 are *out of print*. Binding Cases cannot be supplied for years previous to 1891. All Monthly Parts down to Dec., 1882 (inclusive); and also for June, 1885; Dec., 1885; Nov., 1887; and Jan., 1888, are completely *out of print*.

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School and Teachers' Advertisements are continued on pages 361, 363, 364, 365, 366, and 367.

gained :—E. D. M. Barlas, open scholarship for Classics, Peterhouse, Cambridge; R. S. Preeston, open scholarship for History, Clare College, Cambridge; D. E. C. Wood, sizarship for Classics, Emmanuel College, Cambridge; D. C. Hunter, passed for Sandhurst, Thirty-first; R. W. Hallows, exhibition for Classics, Magdalene College, Cambridge; A. C. W. Lewis, exhibition for History, Exeter College, Oxford. The school has suffered a great loss through the death of Dr. F. J. O. Stephenson, medical officer to the school and house doctor of the Junior House. An Engineering Department has been established, and will be in working order in May. The workshops are close to the chemical and physical laboratories and to a power plant of high and low speed engines, boilers, dynamos, motors, and accumulators. Mr. D. H. Morgan, of the Crystal Palace Engineering School, will be in charge. Mr. Morgan has been assisting Mr. Stephenson Peach in the Malvern College Engineering Department, and will be pleased to give any information with regard to the Department. The Biological Laboratory is being enlarged by the addition of another room, which will be fitted up as a museum for the use of the medical class. A change has been made in the scholarships. There are now offered for competition in July two scholarships of £70 per annum, four of £30, and two of £20.

HARROW SCHOOL.—In accordance with ancient custom the results of the examination for scholarships and prizes were read out from the school steps on Saturday morning. O. L. Quick was recommended for the Anderson Scholarship, A. G. Hebert for a Nield Scholarship, H. B. Prior for a Sayer Scholarship, G. M. Lembeke for the Clayton (Modern) Scholarship, and A. H. Fry for the McCall Scholarship. A. Pallis was elected to a Fifth Form Scholarship. The Neeld Medal for Mathematics was awarded to C. T. Clay, the Baker Mathematical Prize to A. H. Fry, and the Prize for Elementary Mathematics to H. M. Sonnenthal. The Prior Divinity Prize was awarded to R. Milner White, the Beddington Prize for Physics to C. V. Stewart, and that for Chemistry to A. H. Fry. The entrance scholarships are awarded as follows :—W. R. Childe, for Classics, from Mr. J. Roscoe's Harrogate (£80); A. F. R. Lumby, for Classics and Mathematics, from King's College Choir School, Cambridge (£60); B. T. M. Hebert, for Classics, from Mr. G. B. Innes Hopkins's, Harrow, £40; C. E. S. Dodd, for Classics, from Mr. E. T. Bull's, 29 York Place, W. (£35): R. W. R. Gramshaw, for Classics and History, from Mr. A. C. Vaughan Wilkes's, Eastbourne (£35); K. H. Ledward, for History, from Mr. J. M. Bastard's, Banstead (£40). The Totland Scholarship is awarded to A. B. Bratton, from Rev. Philip Crick's, West Worthing (£80). The following boys are elected to Mathematical Entrance Scholarships :—R. A. Fisher, from Rev. Vernon Royle's, Stanmore (£100); L. H. Alison, from Mr. G. F. Burgess's, Epsom (£60); R. E. Pollock, from Mr. W. R. Morton Clarke's, Seaford (£35). Mr. G. L. Brooke Hunt, who passed into Sandhurst direct from the school, has been recommended by the Head Master to the Governors for the Army Scholarship, of £70 a year for three years, tenable by the sons of Old Harrovians, which was founded in memory of the late Lieutenant Hugh Stewart McCorquodale, of Thorneycroft's Mounted Infantry, who was killed at Spion Kop.

KIDDERMINSTER, KING CHARLES I. SCHOOL. — The annual prize day was March 30, when Lady Godson, accompanied by Sir A. F. Godson, M.P., distributed the prizes; and the Rev. Dr. Magrath, Provost of Queen's College, Oxford, and past Vice-Chancellor of the University, gave an address. The Provost caused some mild consternation by avowing a preference for football as opposed to cricket, and in the course of a delightful speech impressed on his hearers the need for intellectual gymnastics. The annual report of the school showed it to be in a very prosperous condition, and dwelt on the need for further buildings.

KIRTON GRAMMAR SCHOOL.—W. St. G. Dreman, M.Sc. Victoria, late Head Master of this school, has been appointed to Drax. He is succeeded by T. L. Hutchins, M.A. Oxon., B.Sc. Lond.

MANCHESTER HIGH SCHOOL FOR GIRLS.—Miss Rosa Patterson, senior mathematical mistress, having been appointed Head Mistress of the North Manchester High School, Miss Edith Willis (Girton College, Cambridge) is now teaching in the school. Since July Miss Dora Limebeer, M.A., Miss B. T. Mills (Girton College, Cambridge), and Miss Ethel Elliott, B.A., have joined the staff. The Manchester Education Committee has allotted a grant of £300 per annum to the school, to be mainly used in increasing the salaries of the assistant mistresses. A corresponding grant of £600 is given to the Manchester Grammar School for a similar purpose.

MARLOW, SIR WILLIAM BORLASE SCHOOL.—Mr. H. Bayfield, Bucks County Council staff art master, has been appointed drawing instructor to the school; W. S. Bath, Mus.Bac., has been appointed music master. A new workshop, with forge-house attached, fitted for wood and metal turning, &c., has been recently opened.

ST. OLAVE'S GRAMMAR SCHOOL.—Leslie H. Taffs has won an open scholarship of £40 at Downing College, Cambridge, for Natural Science. Mr. A. Hoerz, who has been modern language master at the school for fourteen years, left us at the end of term; we greatly regret his resignation, the more so because considerations of health have prompted it. Perhaps the most striking feature of the term has been the series of lectures, which have been exceptionally interesting :—"Talking," by Mr. David Williamson; "China," by Dr. Iliff; "Africa," by Sir Harry Johnston; "Ireland and the Irish," by Mr. Shan Bullock; "Literature and Adventure," by Mr. G. K. Chesterton; "Pasteur," by Prof. Sims Woodhead; "School Life in France," by Mr. Richard Whiteing; and "Heroes," by the Rev. R. S. de Courcy Laffan.

WEST KIRBY, CALDAY GRANGE GRAMMAR SCHOOL.—H. W. Emerson was Eighteenth Wrangler in the 1903 Tripos; J. F. Ashby has gained a Cheshire County Scholarship, and R. Hornby a scholarship at University College, Liverpool. F. G. Snowball, M.A., has joined the staff, in place of R. D. Went, M.A. A second boarding house will be opened next term; several entries for this house.

WORCESTER, KING'S SCHOOL.—Canon Rivington's Prize was gained by H. C. B. Jollye, and the Knox Little Prizes (Greek) by F. T. Lewis and L. Oberell. G. D. Day has been elected to a classical exhibition at Selwyn, Cambridge, and T. Stinton to a classical exhibition at Magdalen College, Oxford.

PRIZE COMPETITIONS.

The Translation Prize for April is awarded to "G.E.D."

Über Nacht, über Nacht kommt still das Leid,
Und bist du erwacht, o traurige Zeit,
Du begrüssest mit Weinen und Sorgen
Den dämmernden Morgen.

Über Nacht, über Nacht kommt still das Glück,
Und bist du erwacht, o selig Geschick,
Der düstere Traum ist zerronnen
Und freudig gewonnen.

Über Nacht, über Nacht kommt Freud und Leid
Und eh' du's gedacht, verlassen dich beid',
Und gehen dem Herrn zu sagen
Wie du sie getragen.

By "G. E. D."

In the night, in the night, comes Care to men,
And, alas! for their plight who are waking then,
As they look thro' their tears to a morrow
That bodes but new sorrow.

In the night, in the night, comes Joy to men,
And ye wake to delight who are waking then;
But it comes and it goes with like fleetness,
That dream of all sweetness.

In the night, in the night, come the Twain to men,
And have ta'en their flight ere ye well know when;
How ye faced fortune fair or disaster
They would tell to the Master.

By the PRIZE EDITOR.

I' the night, i' the night, steals Woe to stay,
And when it is light (woe worth the day!)
With tears thou awakest and sorrow
To greet the morrow.

I' the night, i' the night, Joy steals to thee,
And when it is light (O bliss to see!)
Dark dreams with the dark have vanished,
And grief is banished.

I' the night, i' the night, come Weal and Woe;
Like shadow and light they come and go,
Report to the Master bearing
Both of their faring.

We classify the 118 versions received as follows :—

First Class.—Jerry, St. Rule, Bruce, A.W.B., Dido, D.C.B., Hook and Eye, P.L.O., Quiz, G.E.D., H.B.M.

Second Class.—100,000, Mabel, Rattles, Varena, A.P.W., E.H.O., Brown Bears, E.L.I.A., Faith, Test-tube, F.E., F.D.G., May (2), Gothicus, Eicarg, Beaver, Constantia, Ἰδιώτης, U.E.H., Corbar, Fortune le veut, Nessko, Sirach, R.M., Altnacoille, Agricola, 1872, Michael Scott, Bath Bun, Morganwg, Der Traumgeist, Uxor, Mops, B.E.A.D., Strauss, April, Gorrymore, Bonsoir, M.B., Coccus, Lucretia, Knell, Evadne, Cleofa, Pitt, Fortes et fideles, Grace, Bedridden,

(*Continued on page* 362.)

CONTINENTAL SCHOOLS AND *PENSIONS.*

HANOVER, 8A Marienstrasse, Germany.—Ladies' College. Modern methods. Preparation for Language Examinations. Home life. Principal: Frl. BRENDECKE, late Senior German Mistress, London High Schools. Highest references.

NORMANDY.—HOME SCHOOL in healthy and beautiful part above Rouen, for DAUGHTERS OF GENTLEMEN. English Principals (B.A. London and German Conservatorium). French Lady Diplômée resident. Visiting Professors. French thoroughly taught, conversationally and for examinations. Address—Miss HIBBERT-WARE, Les Glycines, Canteleu, près Rouen. English reference kindly allowed to the Rev. G. H. West, D.D., Head Master, St. Christopher's, Eastbourne.

PARIS.—INSTITUTION JEANNE D'ARC, 212 RUE ST. JACQUES.—Mlle. GAVARD, Directrice. Thorough French Education. Advantages for Music and Art Studies. Special preparation for Examination of Alliance Française, Sorbonne, &c. Moderate terms. References.

HANNOVER, HEDWIGSTRASSE 4.—Frl. SCHIRMER receives Gentlemen's Daughters for the study of Languages, Music, Painting, &c. Great educational advantages. Home comforts. Highest English references.

GERMANY.—Refined Home at Wiesbaden, for long or short periods, offered to Ladies wishing to use the famous Springs or to perfect themselves in the German Language, with a Hanoverian Family. English references given. Apply to B. WOLFF, Esq., The Anglo-American Agency, Hanover.

PARIS.—PENSION DE FAMILLE.—Dame française désire des pensionnaires, et s'occuper de soigner et accompagner des enfants qui se rendent à Paris pour leur éducation. Confortable: grande complaisance pour la conversation: bien recommandée par des Anglais: à proximité des Invalides: prix modéré.—Mme. COURSIN, 19 Rue François-Bonvin.

COLLOQUIAL FRENCH FOR ARMY AND CIVIL SERVICE EXAMINATIONS.

MONSIEUR GEORGES ROUX, Professeur à l'Ecole Supérieure, 11 rue Parisie, Orléans, receives English Gentlemen into his house to acquire Conversational French for the above Examinations, and for general purposes. Terms and references on application.

BOARDING SCHOOL FOR GIRLS near LAUSANNE.—Subjects taught include French, German, Music, Painting. Large garden. Moderate fees. References in England: Mrs. Marshall, 28 Bedford Square, London; Miss S. F. Gruner, Brackenhurst, Hindhead, Surrey. Vacancy for PUPIL-TEACHER. Apply—PRINCIPAL, Mlle. Berthe Duboux, Cully, near Lausanne.

FIRST-CLASS BOARDING SCHOOL FOR YOUNG LADIES, STEEG, near Arnheim, Holland. Large garden. Good climate. Resident Foreign Mistresses. French and German constantly spoken. £40 a year. English and Dutch references. Apply to Miss M. PERK. Splendid woods in the neighbourhood.

PARIS (Latin Quarter).—Fine ROOMS, on first floor, with Board if required, to be Let. For terms (from 7 fr. per day) write—Mme. PAULIER, 72 rue de Seine.

FRANCE.

PASTOR LÉON BOST, B.D., Salies-de-Béarn, Basses-Pyrénées, receives BOARDERS and PUPILS. French, Classics, &c. Comfortable home. Fine walks and excursions. Picturesque country. Invigorating mineral water baths. Highest references.

PARIS, 5 RUE D'ODESSA.—A French Family receive into their comfortable home a few Boarders. French only spoken. Near Sorbonne and Franco-English Guild. Terms moderate. References in London.

WEIMAR.—Ladies who want to study German can find excellent Pension in a private refined family. Healthy climate, lovely surroundings, first-class food and English comforts. German and English references. Terms, £6 monthly, inclusive. German and Italian Lessons. Apply—Fräulein WULFSON, 159 Adelaide Road, London, N.W.

A FRENCH Family would take a Young Lady, wishing to be taught in French, and able to teach English to young children.—Write to Mr. SIMON, Manufacturer, 4 rue de Rouen, Elbeuf, Seine Inférieure, France.

CHAMBRES Meublées à louer, avec ou sans nourriture. Logement et nourriture 6 francs par jour par personne. Logement seul 2 francs par personne. Monsieur ou dame. Prendrait famille entière avec petit rabais. Saison d'été seulement.—Mlle. LESTABLE, rue de Pauze 22, Cauterets, Hautes Pyrénées.

A FRENCH (Protestant) LADY wishes to take three or four Young Ladies. Home comforts. French Conversation and Lessons if required. Would accompany Young Ladies to the Seaside or Mountains. Best references. For further particulars write to Mme. GELLE, 56 Rue Carnot, Pau, South France.

NORMANDY, CAUDEBEC-EN-CAUX. (Between Havre and Rouen.)—HOTEL DU HAVRE. Overlooking the Seine. Charming view. Meals on verandah. Highly recommended for comfort, cleanliness, and perfect sanitary arrangements. Special arrangements for Families. English spoken.

DANS la famille d'un Professeur, on reçoit 6 demoiselles désirant apprendre à fond le Français, la peinture en tous genres, etc. Confort; air sain et vivifiant; vue splendide. Prix £6 par mois.—Mme. HERZOG, Villa Miguel, Montreux, Territet.

These School and Teachers' Advertisements are continued from page 359.

PIANOFORTE LESSONS.

FRAULEIN LEBELL, from Vienna, excellent performer, visits Colleges and Schools in and near London. Method Leschetizky (Master of Paderewski), for whom she is authorized to prepare pupils. Moderate terms. Unexceptional references. For particulars apply—159 Adelaide Road, N.W.

WANTED, by September, by two Sisters of experience, small BOARDING AND DAY SCHOOL at Seaside or Home Counties, or nice-class London Suburb. Price for Goodwill and School Furniture not to exceed £300. All details in strict confidence. Address—No. 6,205.*

ELOCUTION; VOICE PRODUCTION.—Miss ROSE PATRY (Professor of Elocution at Trinity College, London) lectures on Voice Production, visits Schools, holds Classes, and gives Private Lessons. Special Lessons to Teachers. Suburbs in North and South London visited weekly. Apply—182 Holland Road, Kensington, W.

LADY, Registered, experienced, Churchwoman, wishes to meet with another who would join her in conducting Home School for Girls in well known health resort. Small capital required. Address—No. 6,213.*

HIGHER LOCAL FRENCH.

AN EVENING CLASS for the Reading of Books for the above Examination in June will be held in N.W. District. Full particulars and terms. Address No. 6,211.*

ART MISTRESS.—Miss EDITH ROBJOHNS, Teacher-Artist Certificate of Royal Drawing Society (Ablett), requires Visiting Engagements for Schools and Private Classes. Pupils successfully prepared for Examinations. Address—13 Ruggindale Road, Streatham, S.W.

MR. C. B. GUTTERIDGE, M.A., F.R.G.S. (Assistant Master, Alleyn's School, Dulwich), who is lecturing before the Dulwich Branch of the Parents' National Educational Union on the "Alleyn" System of Nature Study on 3rd June, accepts appointments to visit Schools, &c., with a view to starting Nature Study.

ASHBY-DE-LA-ZOUCH GIRLS' GRAMMAR SCHOOL.

BOARDING HOUSE.

TO BE LET, from 1st September next, to a Lady who would use it as a Boarding House in conjunction with the above School, a moderate-sized and convenient residence, capable of accommodating 30 Boarders, situate at Ashby-de-la-Zouch, and admirably suited for the purpose.

The School is one of the principal Girls' Schools in the Midland Counties, and is fitted with every modern convenience and appliance.

Rent £50 per annum.

Apply to Miss E. J. HOGG, Head Mistress, Ashby-de-la-Zouch.

ASSISTANT MISTRESS (G.P.D.S.Co.), leaving London, wishes to lend Furniture (Sitting-Room and Bedroom for Two) to Assistant Mistress living in London, in return for Occasional Use of rooms in holiday time. Address—No. 6,212.*

SCHOOLS FOR SALE.

GIRLS' SCHOOL AND NUCLEUS OF KINDERGARTEN for disposal under exceptional circumstances. Unrivalled situation near Park in Northern suburb. Good Music connexion easily obtainable. Asphalted playground and two side entrances. Established many years. Write—CONFECTIONER, 2A Hornsey Rise, N.

SCHOOLS AND PARTNERSHIPS WANTED.

A FRENCH LADY, with 25 years' experience, chiefly in important Scotch Schools, WISHES TO PURCHASE a high-class Ladies' Boarding and Day School, in London, or health resort in South of England. Capital, £500. Has good Northern and French connexion. Apply to—Mr. TRUMAN'S EDUCATIONAL AGENCY, 6 HOLLES STREET, CAVENDISH SQUARE, LONDON, W.

A LADY OF HIGH QUALIFICATIONS, and wide experience in important High Schools DESIRES PARTNERSHIP in high-class Boarding School. Can invest £600. Apply to Mr. TRUMAN'S Agency, as above.

A LADY OF WIDE EXPERIENCE DESIRES PARTNERSHIP in Preparatory School for Little Boys in South of England. Capital, £400. Apply to Mr. TRUMAN'S Agency, as above.

THE PRINCIPAL of a small high-class Home School WISHES TO PURCHASE the Goodwill of a similar School in health resort in Kent or Sussex. Capital, £500. Apply to Mr. TRUMAN'S Agency, as above.

THE PRINCIPAL of an important high-class Boarding School near London WISHES TO PURCHASE a high-class Pupils' connexion (Fees £90 to £120), by capitation fee. Apply to Mr. TRUMAN'S Agency, as above.

A LADY OF GOOD QUALIFICATIONS and large connexion among Families of good social position DESIRES PARTNERSHIP in high-class Home School on South or South-East Coast. Capital, £350–£400. Apply to Mr. TRUMAN'S Agency, as above.

TWO LADIES, both B.A. London, one with wide experience in Public Schools, WISH TO PURCHASE the Goodwill of a high-class Boarding and Day School. Capital, £500. Apply to Mr. TRUMAN'S Agency, as above.

* **Replies to these Advertisements should be addressed "*No.*——, *The Journal of Education, 3 Broadway, Ludgate Hill, E.C.*" Each must contain a *loose* stamp to cover postage on to advertiser. *Post Cards* will NOT be sent on.**

School and Teachers' Advertisements are continued on pages 363, 364, 365, 366, 367.

C.W.B., Homespun, St. Benet, A.M., E.A.M., Pervenche, Jamma, E.P.

Third Class.—Irma, Mende, Königstuhl, Day Dawn, Bannacarra, May (1), Megan, F.G.M., Colonial, Elrica, Cosy, Aceli, Blick, Pomegranate, Collis, Lethe, Temeraire, Pig-in-clover, M.J.S., Beaulieu, X?, O.W., Camilla, Mary Caunter, Penmynydd.

Fourth Class.—Stoke, M.G., Crow, M.E.K., Salingen, Fossil, C. Jones, Boz, Santa, Rover, Kim.

Fifth Class.—Ungar, Deo, Blanc, Mari, Herga, Styx, Hervé, Billy, Spider, Spud, Uvula, Sixteen, Duo, N.U., Collins.

Two of a trade do not agree, and of the two versions which divided the prize in the *Westminster Gazette* the second would not have obtained with us a First Class. It is a loose paraphrase, and the meaning of the last stanza is completely missed: instead of "the recording angels," we find "God's ministers who shall bless thy quiet gratefulness." The first version would certainly have been in the running for the prize, though it has one serious blot: "Deep in the night, *together*, Joy and Pain." Again, we quarrel with the editor's single comment: "the dignified and adequate translation 'over night.'" *Über Nacht* means "in the course of the night," as in the proverb "Über Nacht kommt oft guter Rat"; "over night" can only mean before night begins, as "I packed over night."

The metre of the original, with its double rime and internal rime, presented serious difficulties, and I am far from maintaining that it must be preserved at all hazards; but there must be at least an echo, and a translation in the common metre of the hymn-book or that of Gray's "Elegy" was obviously out of the running. Cockney rimes, to which the *Westminster* editor calls attention, were, in spite of repeated warnings, not infrequent. The worst instance, perhaps, was "mourning" and "dawning." A common misrendering, shared by the prize-winner, was *bist du erwacht*, "as you lie awake," instead of "when you awake." *Und freudig gewonnen* is a far-fetched phrase which shows stress of rime: it can only mean that the dream of sorrow is turned into joy. "Bruce" sent in a spirited version in Scotch; but "richtly" can hardly pass even in Scotch as a rime to "Almighty."

The Essay competition for juniors was disappointing. I suppose the Easter holidays were to blame; but, whatever the cause, only three batches of essays, from as many girls' schools, were received. The prize is awarded to Elsa Macmillan, Eversley House, Southport. The essay is lacking in style; but the suggestions for observing Empire Day are original and sensible.

A Prize of Two Guineas is offered for the best translation of the following passage from La Bruyère:—

Tout est dit, et l'on vient trop tard depuis plus de sept mille ans qu'il y a des hommes, et qui pensent. Sur ce qui concerne les mœurs, le plus beau et le meilleur est enlevé: l'on ne fait que glaner après les anciens et les habiles d'entre les modernes.

Il faut chercher seulement à penser et à parler juste, sans vouloir amener les autres à notre goût et à nos sentiments: c'est une trop grande entreprise.

C'est un métier que de faire un livre comme de faire une pendule. Il faut plus que de l'esprit pour être auteur. Un magistrat allait par son mérite à la première dignité; il était homme délié et pratique dans les affaires; il a fait imprimer un ouvrage moral qui est rare par le ridicule. Il n'est pas si aisé de se faire un nom par un ouvrage parfait que d'en faire valoir un médiocre par le nom qu'on s'est déjà acquis. Un ouvrage satirique ou qui contient des faits, qui est donné en feuilles sous le manteau aux conditions d'être rendu de même, s'il est médiocre, passe pour merveilleux: l'impression est l'écueil. Si l'on ôte de beaucoup d'ouvrages de morale l'avertissement au lecteur, l'épître dédicatoire, la préface, la table, les approbations, il reste à peine assez de pages pour mériter le nom de livre.

Combien de siècles se sont écoulés avant que les hommes, dans les sciences et dans les arts, aient pu revenir au goût des anciens et reprendre enfin le simple et le naturel! On se nourrit des anciens et des habiles modernes; on les presse, on en tire le plus que l'on peut, on en renfle ses ouvrages; et quand enfin l'on est auteur et que l'on croit marcher tout seul, on s'élève contre eux, on les maltraite, semblable à ces enfants, drus et forts d'un bon lait qu'ils ont sucé, qui battent leur nourrice.

Initials or a nom de guerre *must be adopted by* ALL *competitors, but the prize-winners will be required to send real names for publication.*

All competitions must reach the Office by May 16th, addressed "Prize Editor," THE JOURNAL OF EDUCATION, *3 Broadway, Ludgate Hill, E.C.*

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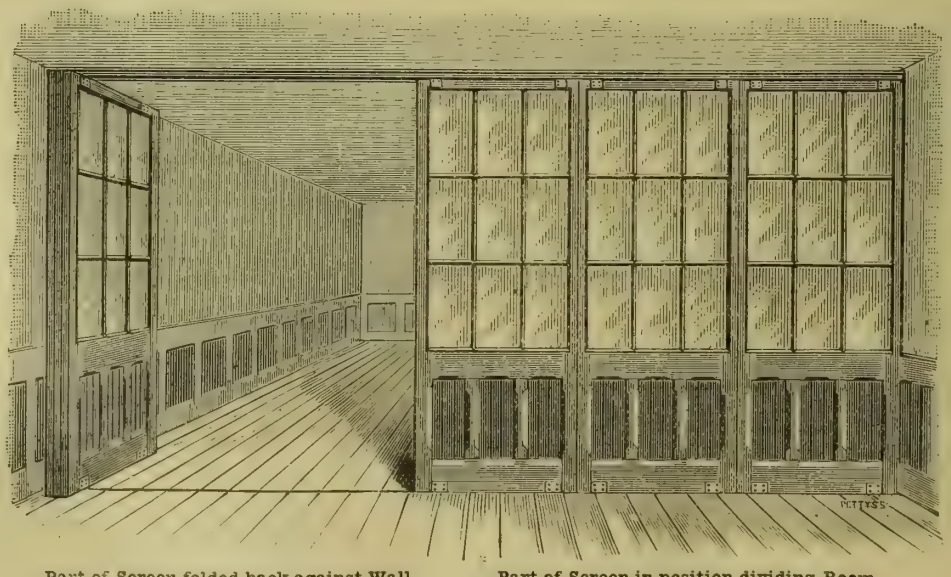
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Head Mistresses and Principals of Public and Private Schools desirous of engaging for the ***Term commencing after Easter (1904) experienced*** and ***well qualified*** Teachers—***Graduates*** or ***Undergraduates*** of the various Universities, ***Trained*** and ***Certificated*** Teachers, Music, Kindergarten, Foreign, and other Assistant Mistresses, ***Senior*** and ***Junior,*** and who will state their requirements to Messrs. GRIFFITHS, SMITH, POWELL & SMITH, will ***at once*** be placed in correspondence with ***eligible*** candidates ***free of charge.*** To facilitate a ***speedy*** arrangement, ***full details*** as to the ***essential*** qualifications, the salary offered, and whether Resident or Non-resident should be stated.

Head Mistresses and Principals will be at liberty to make use of Messrs. GRIFFITHS, SMITH, POWELL & SMITH'S offices for the purpose of interviewing candidates at any time between the hours of 10 and 4 daily.

TELEGRAPHIC ADDRESS: "SCHOLASQUE, LONDON."

Assistant Mistresses seeking Appointments for the ensuing Term or for the Term commencing in September next in ***Public or in Private Schools*** should apply at once to Messrs. GRIFFITHS, SMITH, POWELL & SMITH, who will forthwith furnish them with particulars of vacancies suitable to their requirements. Copies of testimonials should be sent, as also a statement as to qualifications, &c. Please see page 366 for special notice as to immediate and September vacancies.

SCHOOL TRANSFER DEPARTMENT.

Schools Transferred and Valued, Partnerships arranged.

List of Boys' and of Girls' Schools for Sale and Partnerships sent ***gratis*** to intending purchasers, to whom ***no Commission will be charged.*** The Transfer Department is under the ***direct management*** of one of the partners of the firm.

These School and Teachers' Advertisements are continued from page 361.

SCHOOLS FOR TRANSFER.

GOOD UPPER MIDDLE-CLASS SCHOOL FOR GIRLS in Health Resort in Midlands. — Transfer of old-established School containing 13 Boarders, paying from 30 to 60 guineas, and 6 Day Pupils, paying from 5 to 8 guineas per annum. Receipts £850. Good home, with 1¼ acres of land. Rent £170. Accommodation for 30 Boarders. Transfer by capitation fee. Apply to Mr. TRUMAN'S Educational Agency, 6 Holles Street, Cavendish Square, London, W.

GIRLS' DAY SCHOOL in West-end of London.—Transfer of good-class Girls' School in West-end of London, containing 30 to 35 Day Pupils, paying 6 to 15 guineas per annum. Receipts from Day Pupils £450 per annum. Rent £130. Accommodation for 12 Boarders and 40 Day Pupils. Transfer by capitation fee. Apply to Mr. TRUMAN'S Agency, as above.

GIRLS' DAY AND BOARDING SCHOOL, in a beautiful part of Surrey, to be Transferred. Good nucleus—15 Day Pupils and 2 Boarders. Income about £250. Furniture and good-will £200. Address—No. 6,176.*

POSTS WANTED.

Prepaid rate: 30 words, 2s.; each 10 words after, 6d. (Use of Office address, 1s. extra.) For latest time for receiving these announcements see front page.

[**Replies** to advertisements marked * should be sent *under cover* to "The Journal of Education" Office, 3 Broadway, Ludgate Hill, E.C., *in each case accompanied by a loose stamp to cover postage on to advertiser.* Post Cards will *not* be sent on.]

BOARD and RESIDENCE desired in good Private School, *au pair,* in exchange for Lessons in Modern Languages and Classics. Graduate, middle-aged. Some small private means. Good references. Address—UNIV., c.o. Willing's Advertising Offices, 162 Piccadilly, W.

LADY-MATRON-HOUSE-KEEPER, experienced, Gentlewoman (40), thoroughly practical, efficient worker, seeks Re-engagement (September). Charge of Students' residence or post in College or equivalent, where good management required. Excellent Nurse. Council recommendations. Address—No. 6,203.*

TWO Ladies, holding the Higher Certificate (N.F.U.), seek Posts together, in same School, for September, either as KINDERGARTEN or FORM MISTRESSES. Willing to undertake Swedish Drill and Junior Music. Address—No. 6,210.*

MUSIC. — Temporary Work wanted, for Summer Term, by thoroughly experienced MISTRESS. Piano, Harmony and Counterpoint, Class Singing. Diploma: excellent testimonials. Address—No. 6,204.*

LADY SECRETARY desires Re-engagement (School, College, or private post). Shorthand, Typewriting, Languages. First-rate references and all-round qualifications.—Miss E., 1st floor, 125 Strand, W.C.

AS LADY MATRON in School Boarding House. Good Housekeeper, Manager, and Needlewoman. Experienced with girls. Excellent testimonials. Disengaged. Salary, £40–£50. Address—No. 6,209.*

ART MISTRESS. — Engagement required, School, Private Class, or Pupils. Advanced Painting and Drawing. Studio, or Open Air Classes. Three years under Prof. von Herkomer. Also holding Art Master's Certificate. Address—No. 6,215.*

ASSISTANT MISTRESS requires Re-engagement, Resident or Non-resident. Cambridge Higher Local Honours (Groups B, R, A). French (France), German, Latin, English, elementary Mathematics. Successful in Examinations. — T 623, Shelley's, Gracechurch Street.

ART MISTRESS.—German Lady, fully Certificated South Kensington and Ablett. High School experience. Very successful in preparing for Examinations in Art and German, Oil and Water Colour Painting. Address—No. 6,199.*

LADY, Registered, experienced, successful, would undertake management of Select School for Girls, with view to succession—or Hostel in connexion with Secondary School or College. Salary, £80 to £100. Address—No. 6,214.*

LADY desires Re-engagement as MATRON in Boarding School, or to superintend a Boarding House connected with a School. Eight years' experience. Testimonials. Address—No. 6,206.*

GYMNASTIC AND SPORTS MISTRESSES.—Drilling, Fencing, Swimming; all the modern Games. English, Swedish, American, and German Systems. Medical Gymnastics, Physiology, Hygiene, Sick-Nursing. Teachers fully trained and competent to teach the above subjects can be engaged for Schools and Colleges. Apply to the LADY DIRECTRESS, Liverpool Gymnasium, Myrtle Street.

FOREIGN GOVERNESS FROM VIENNA.—Five years in French School, teaching Drawing and Needlework. Speaks German, French, Italian. Superintends practice.—13,929, The Ladies' Agent, York House, 142 Kensington Park Road, W.

LADY (32) seeks Engagement as ASSISTANT HOUSE MISTRESS in Boarding House of a Public School, or in any Position where Housewifery and general domestic experience would be useful. Experienced Needlewoman. Address—No. 6,200.*

JUNIOR MUSIC MISTRESS (Frankfurt Conservatorium, Pianoforte).—Non-resident School Appointment required for September, in or near London. Address direct—Miss HENNESSY, 85 Steglitzerstrasse (Garten House), Berlin.

B.SC. (Lond.) desires an Appointment (Non-resident) as SCIENCE MISTRESS, in September. Subjects: Mathematics, Chemistry, Botany, Physics. Experienced. Girls' Public School preferred. Fond of Games. Aged 22. Address—No. 6,202 *

A FRENCH MISTRESS, experienced in tuition, very successful in preparing Pupils for Examinations, visits Schools and holds Classes at her residence. For particulars apply—MADEMOISELLE, 5 Eridge Road, Bedford Park, W.

REV. SCHULZE highly recommends young GERMAN GOVERNESS (Diplomée). German, French, English, Violin, Piano, Drill, &c. Good disciplinarian. School experience. Wishing Resident Post. — FRAULEIN, 7 Rothwell Street, Primrose Hill, N.W.

REQUIRED. — Position as MATRON in a Girls' School, either now or in September, by a domesticated Lady. Experienced in Nursing, Sewing, &c. Good references. Apply—K., 58 Gordon Avenue, Southampton.

MISS CLARICE TEMPLE, 83 Chester Square, Belgravia, S.W., supplies (gratis) all kinds of English, Foreign, Daily, Resident Mistresses, Governesses. Matrons, Housekeepers, Secretaries, Companions, &c., for Schools and Families in England or abroad. Schools recommended and transferred.

AS MUSIC MISTRESS. — Piano, Singing (Solo and Class).—L.R.A.M., Hooper's, 13 Regent Street (adjoining Waterloo Place), London. Many other highly qualified Teachers disengaged. List gratis. Established 1880. Interviews daily. Telephone 5097, Central. Comfortable engaging rooms.

EXPERIENCED LADY MATRON. Highly recommended by late Principal. Capable, conscientious, good organizer, packer. Accustomed to the supervision of children; kind in sickness. Good Needlewoman.—PRACTICAL, Hooper's, 13 Regent Street, London. Many others. List gratis. Established 1880.

MR. TRUMAN'S EDUCATIONAL AGENCY,

6 HOLLES STREET, CAVENDISH SQUARE, LONDON, W.

TELEGRAMS: "TUTORESS, LONDON." TELEPHONE NO.: 1167 MAYFAIR.

A.—EMPLOYMENT DEPARTMENT.

Mr. TRUMAN introduces (1) **University, Trained, and other qualified English and Foreign Lady Teachers** to Public and Private Schools (Girls' and Boys'); (2) **English** and **Foreign Governesses** to Private Families; and (3) **Lady Matrons** and **Housekeepers** to Boys' and Girls' Schools

No charge is made to Principals, and the terms to Teachers and other ladies seeking appointments are reasonable, no charge being made unless an engagement be secured through this Agency.

B.—SCHOOL TRANSFER DEPARTMENT.

MR. TRUMAN undertakes the negotiation of **School Transfers** and **Partnerships,** and assists ladies seeking **School Premises.** No charge is made to Purchasers.

C.—PUPILS' DEPARTMENT.

MR. TRUMAN has organized a special Department for the introduction of Pupils to Schools and other educational establishments. No charge for registration.

Any negotiations entrusted to MR. TRUMAN will receive his prompt and careful attention, every effort being made to save clients as much time and trouble as possible.

Prospectus, References, and full Information on application.

THE ASSOCIATION OF UNIVERSITY WOMEN TEACHERS recommends highly qualified

ASSISTANT MISTRESSES

with University distinctions (Degree or equivalent), some with good experience.

Open to Engagements:—

Classics: (1) B.A. Lond.; also Mathematics, Science, German. (2) B.A. Lond.; also Mathematics, French, Botany, Mechanics, Physiography.

Mathematics: (1) B.Sc. Lond.; also Mechanics, Physics, Chemistry, Botany. (2) M.A. Edin.; also Botany, Physics, Latin, English, German, French, Psychology; *trained.*

Natural Science: (1) B.Sc. Lond.; Physics, Mathematics, Chemistry, Botany, English, Scripture, French, Latin, Geography. (2) B.Sc. Durham; Botany, Physics, Chemistry, Zoology, Mathematics, Form Subjects.

Modern Languages; (1) Oxford Hons., Class II.; German and French (acquired abroad), English, Games. (2) M.A. Edin.; Hons. Class II., French and German (acquired abroad); also English, Latin, Mathematics, Physical Geography; *trained.*

History and English: (1) Tripos; also French (acquired abroad), Latin. (2) Tripos, Class II.: also Latin, French; *trained.* (3) Hon. School; also Scripture, Geography, French and German (acquired abroad), Drawing, Painting. (4) B.A. Lond.; also Mathematics, French (Hons. Class II.); *trained.* (5) M.A. St. Andrews; also Mathematics, Botany, Latin, French, German, Physics, Drill; *trained.* (6) B.A. Lond.; English Hons.; also Latin, French, Mathematics, Botany, Elocution. (7) B.A. Wales; also Botany, Mathematics; *trained.*

EXAMINATIONS conducted in PUBLIC AND PRIVATE SCHOOLS in all subjects, by written papers and viva voce, by Examiners of long professional standing and exceptional experience.

Applications to be made to the SEC., 48 Mall Chambers, Kensington, W.

Office hours: Wednesdays and Saturdays, 3 to 5 p.m.

WORKING GENTLEWOMAN'S AGENCY recommends capable MANAGING HOUSEKEEPER. Thoroughly experienced Institutional work. Abstainer. Excellent references.—92 Great Portland Street, W.

AS GYMNASTIC and DRILL MISTRESS. — Holds Teacher's Diploma from Southport Physical Training College. Cyclist. Resident or Visiting. — E. B., Hooper's, 13 Regent Street, London. Many Certificated English Mistresses disengaged. List gratis. Established 1880. Telephone, 5097.

FRENCH MISTRESS (Diplomée). — Good method; tactful with elder girls. Disciplinarian. Pupils passed Matriculation. Accustomed to English School routine. Sciences, Drawing, Painting, Junior Music, Needlework.—JEANNE, Mrs. Hooper, 13 Regent Street (adjoining Waterloo Place). Many superior Foreign Teachers. List gratis.

AS SENIOR ENGLISH MISTRESS (London B.A.).—Mathematics, Latin, Greek, French, Music, Drill. £50.—R., Hooper's, 13 Regent Street (adjoining Waterloo Place). Many excellent Teachers disengaged. Languages, Music, Art, Kindergarten. List gratis. Introduction quite free. Established 1880. Telephone, 5097.

LADY, Licentiate Royal Academy of Music, Associate Music Trinity College, Pupil of Van Dyk, Leipzig Conservatorium, has Vacancy for Good School. Piano, Violin, Mandoline, Harmony. Preparation for Examinations. — LICENTIATE, 67 Craven Park, Willesden.

PARISIAN LADY, Protestant (Diplôme Supérieur), experienced in Public-School Teaching, good disciplinarian, requires Re-engagement. Practical training in Gouin's System if desired. Highest testimonials. — PARISIENNE, Sharp's, Queen's Terrace, N.W.

TRAINED KINDERGARTEN MISTRESS.—Good Drawing, Painting (Oil and Water), usual English. Five years' excellent reference.— K. G., Hooper's, 13 Regent Street, London. Many excellent Teachers disengaged. List gratis. Telephone, 5097 Central. Interviews daily.

MUSIC MISTRESS desires Post, in or near London preferred. L.R.A.M. French and German (acquired abroad).—C. JONES, 51 Algiers Road, Ladywell, Lewisham, S.E.

GAMES AND GYMNASTIC MISTRESSES with exceptional qualifications can be obtained on application to A. ALEXANDER, Principal, Physical Training College, Southport.

POSTS VACANT.

Prepaid rate: 30 words, 2s.; each 10 words after, 6d. (Use of Office address, 1s. extra.) For latest time for receiving these announcements see front page.

[**Replies** to advertisements marked * should be sent *under cover* to "The Journal of Education" Office, 3 Broadway, Ludgate Hill, E.C., *in each case accompanied by a loose stamp to cover postage on to advertiser.* Post Cards will *not* be sent on.]

SCHOLASTIC. — IMMEDIATE AND SEPTEMBER VACANCIES.— GRADUATES and other English and Foreign Assistant Masters who are seeking appointments in Public or Private Schools should apply (*as soon as possible*) to **Messrs. GRIFFITHS, SMITH, POWELL & SMITH, Tutorial Agents, (Established 1833), 34 Bedford Street, Strand, London, W.C.** Timely notice of vacant appointments will be sent to all candidates.

EDGBASTON HIGH SCHOOL FOR GIRLS, HAGLEY ROAD, BIRMINGHAM.

Wanted, after Midsummer:—

(1) MATHEMATICAL MISTRESS. Degree (or equivalent) and experience esential.

Salary £110 to £130 (non-resident), according to qualifications.

(2) FORM MISTRESS. General subjects. Degree (or equivalent) and experience or Training essential.

Salary £100 to £120 (non-resident), according to qualifications.

Apply to the HEAD MISTRESS.

CITY OF LONDON SCHOOL FOR GIRLS, CARMELITE STREET, VICTORIA EMBANKMENT, E.C.—Wanted a SCIENCE MISTRESS. B.Sc. Lond. or Natural Science Tripos (Botany, Zoology, and Chemistry). Experience or Training essential. Salary £130, rising to £150. To begin duties in September next.

Forms of Application (to be obtained from the SECRETARY), with copies of testimonials, must be sent in not later than May 18th, 1904.

TO ASSISTANT MISTRESSES.

SEPTEMBER (1904) VACANCIES.

GRADUATES (or equivalent), Undergraduates, Trained and Certificated High School Teachers, Foreign, Music, and Kindergarten Mistresses, and other Senior and Junior Teachers seeking Appointments in Schools for **next term**, and who are desirous of having their requirements set forth in **Messrs. Griffiths, Smith, Powell & Smith's Printed List** are invited to apply (*as soon as possible*) to the Firm. The **List** will contain particulars as to the qualifications, &c., of Assistant Mistresses desiring engagements, and **will shortly be brought before** Head Mistresses and Principals of **all** the Public and Private Schools in Great Britain and Ireland, in the Colonies, and on the Continent, &c. A List of **immediate and September (1904) vacancies** in Schools will be forwarded to English and Foreign Assistant Mistresses on application. Address — **Messrs. GRIFFITHS, SMITH, POWELL & SMITH, Educational Agents (Estd. over 70 years), 34 Bedford Street, Strand, London.**

Telegraphic Address: "Scholasque, London."

N.B.—*Assistant Mistresses, when making application to* **Messrs. Griffiths, Smith, Powell & Smith** *for Appointments, should state whether they are Graduates (or equivalent), Undergraduates, or hold other Certificates, and the Subjects they would undertake to teach. Also their age, experience, and salary required for resident or non-resident posts. Copies of Testimonials should also be forwarded.*

ASSISTANT MISTRESS wanted, in St James's Church School, Graaff Reinet, Cape Colony. £60 resident; Second Class passage out. Standards IV., V. Extra Subjects: French, Needlework, Botany desirable. Apply—Miss RUSH, Woodford House School, E. Croydon.

WANTED, in Girls' School (high standard, Registered), a MISTRESS (University Teacher) for Classics. Some English and Advanced French or elementary German. In same School an ART-STUDENT is wanted. Drawing, Painting, Copper, Needlework under qualified Teachers. Music given if desirable. Premium. Address—No. 6,208.*

REQUIRED, in September next, for Secondary Day School in North of England, ENGLISH MISTRESS. Able to prepare for Senior Cambridge in all English Subjects, French, and Latin, and to teach Drawing (S. Kensington Syllabus). Must understand how to keep Government Registers. —Also SCIENCE MISTRESS. Physics, Chemistry, advanced Physiology and Hygiene, Mathematics, Arithmetic, Geometry (new method), Algebra to Senior Cambridge Standard. Address—No. 6,207.*

KINGSTON-ON-THAMES.—QUEEN ELIZABETH'S SCHOOL.

(A Grammar School founded 1352.)

HEAD MASTERSHIP vacant after July 31st, 1904, through retirement of the Rev. N. E. Inchbald, M.A., after 21 years' service.

Salary £100 per annum and capitation fee of not less than £2 and not more than £5.

There is a house, free of rates and taxes, accommodating 12 Boarders at fifty guineas, exclusive of tuition fees. Present numbers 60.

The Head Master must be under 40 and a Graduate in Honours of a University in the United Kingdom.

Applications, with three testimonials, to JOHN DURHAM, Esq., Clerk to the Governors, Kingston-on-Thames, before May 14.

Copies of Scheme, price 6d., on application to the CLERK.

SOUTHLANDS TRAINING COLLEGE FOR WOMEN, BATTERSEA. Wanted, in September next, a Resident TUTOR, to take Classics and History. Training essential. Experience an advantage. For particulars apply to the PRINCIPAL.

ARMY SCHOOLMASTERS.—There are some Vacancies in the Corps of Army Schoolmasters. Civilian Schoolmasters only will be accepted who have passed the Certificate Examination in the First or Second Division, and who hold a Certificate qualifying them to superintend Pupil-Teachers from the Board of Education. Students in Training Colleges will also be accepted, under certain conditions. Candidates must not be over 24 years of age. Accepted candidates will be required to join as soon as convenient. Further particulars can be obtained on application (in writing) to the DIRECTOR OF ARMY SCHOOLS, War Office, 68 Victoria Street, London, S.W.

STAMFORD HILL HIGH SCHOOL FOR GIRLS AND KINDERGARTEN, 122 STAMFORD HILL, N. — Classes for Students in preparation for the Cambridge Higher Local and National Froebel Union Examinations. Resident or non-resident.

REQUIRED, in September, in a School in the North, a French or Swiss Lady to teach French, German, and Needlework. Good French imperative. Must have experience. Also a JUNIOR ENGLISH MISTRESS. One with some experience in Class teaching preferred. Address—No. 6,162.*

WANTED, in September, CLASSICAL MISTRESS. Recognized School. Latin, Greek, Geography, Botany. Degree or equivalent. Training essential. £50 resident. No boarders. Also MUSIC MISTRESS. Good Violin and Piano. L.R.A.M., A.R.C.M., or German Diploma essential. Experience in preparing for Examinations. £85 non-resident, with partial board. Hockey a recommendation for both. Address—No. 6,216.*

WANTED, in September, a thoroughly Trained Lady of energy, capacity, and experience to Organize a Cookery and Domestic Arts Department in connexion with a high-class College for Women. State age, salary required, and Diplomas held. Address—No. 5,201.*

LEEDS INSTITUTE—BOYS' MODERN SCHOOL.

Applications are invited for the SECOND MASTERSHIP. Salary £200. Must be a Graduate, with experience, and able to teach Mathematics, English Literature, and French. Form containing particulars may be obtained on application to the undersigned.

ARTHUR TAIT,
Secretary.

RADNORSHIRE COUNTY COUNCIL EDUCATION COMMITTEE.

LLANDRINDOD WELLS INTERMEDIATE SCHOOL.

Wanted, after the Easter Holidays, an ASSISTANT MASTER for Classics, English, and Drill. Ability to take part in the School Games will be considered an additional qualification. Salary £125 per annum. Applications to be forwarded to the HEAD MASTER.

H. VAUGHAN VAUGHAN,
Clerk.

County Council Offices, Llandrindod Wells,
12th April, 1904.

ROYAL SCHOOL, BATH. (FOR OFFICERS' DAUGHTERS.)

Required in September—

(1) A Resident ASSISTANT MISTRESS. Member of the Church of England. Special subjects: Literature, Language, Grammar for Higher and Lower Certificate Classes. Secondary subjects: German and Needlework.

(2) A Resident ASSISTANT MISTRESS. Member of the Church of England. Special subjects: Mathematics, Physical Geography, and Geology for Higher and Lower Certificate Classes. Secondary subjects: Botany and elementary Science.

Applicants for the above Posts should send their testimonials to the LADY PRINCIPAL, Royal School, Bath. Training or experience in teaching is essential.

BOROUGH OF BARROW-IN-FURNESS.

Wanted, in the Office of the Director of Education, a well-educated Young Gentleman as GENERAL ASSISTANT. Ample opportunity given for Training in Educational Work.

Applications, stating age, qualifications, &c., and salary required, to be addressed to the DIRECTOR, Town Hall, Barrow-in-Furness.

C. F. PRESTON,
Town Hall, Barrow-in-Furness. Town Clerk.

ASSOCIATION OF UNIVERSITY WOMEN TEACHERS. — Teachers with University qualifications (degree or equivalent), requiring posts in Public or Private Schools, are invited to Apply to the Secretary. No commission is charged when work is obtained through the Registry, but *continued* membership is expected. Subscription 5s. per annum. State full particulars in applying to the SECRETARY, 48 Mall Chambers, Kensington, W.

EGYPTIAN GOVERNMENT SCHOOLS.

SIX ASSISTANT MASTERS wanted, to begin work in October, in Cairo Secondary Schools, under Ministry of Public Instruction. Masters to teach in English exclusively. In the case of one of the six Masters now required, the subject mainly essential is Science (Experimental Physics and Chemistry); two of the new Masters will be principally engaged in teaching Mathematics (Arithmetic, Geometry, and Algebra); the three others will be concerned more particularly with the teaching of English. Candidates must be not less than 23 nor over 30 years of age, have a robust constitution, and have taken a University Degree in Honours. They must have experience as Teachers: preference will be given to applicants who hold a Diploma in Teaching. English Head Master. Over 300 boys, mainly Mohammedans. Teaching hours, on an average, four daily, Fridays only excepted. Summer vacation not less than two months. Salary £295 per annum (£Eg. 24 per mensem), rising to £393 (£Eg. 32 per mensem). Allowance for passage out to Egypt.

Applications, with full statement of qualifications, and accompanied by copies only of testimonials, must be sent in before May 15th, 1904, marked outside "Assistant Masterships," and addressed to DOUGLAS DUNLOP, Esq., Secretary-General of the Ministry of Public Instruction, Cairo, Egypt, to whom candidates may apply for further information.

EGYPTIAN GOVERNMENT SCHOOLS.

TWO ASSISTANT MISTRESSES wanted, to begin work in October, in Sanieh Girls' School, Cairo, under Ministry of Public Instruction. School consists of Primary Classes attended by 172 girls, mainly Mohammedans, and of Normal Classes with an attendance of 14 Students. English Head Mistress. Candidates must hold a Diploma in Teaching, have experience as Teachers, be not less than 25 years of age, and have a robust constitution. They should take a special interest in the education of Oriental girls—in particular, a practical interest in the Professional Training of Elementary Teachers. Salary £197 per annum (£Eg. 16 per mensem), rising to £246 per annum (£Eg. 20 per mensem), with furnished quarters. Allowance for passage out to Egypt. Summer vacation not less than two months. Teaching hours, on an average, four daily, Fridays only excepted. One of the Teachers wanted will be principally engaged in the Normal Classes; for the other Post special Training and experience as a Kindergarten Teacher is an essential qualification.

Applications, with full particulars of qualifications, and accompanied by copies only of testimonials, must be sent in before May 15th, 1904, marked outside "Assistant Mistress," and addressed to DOUGLAS DUNLOP, Esq., Secretary-General of the Ministry of Public Instruction, Cairo, Egypt, to whom candidates may apply for further information.

NORTHAMPTON BOROUGH EDUCATION COMMITTEE. — PUPIL-TEACHER CENTRE.—Wanted, a Trained ASSISTANT MISTRESS who must possess good literary qualifications and be able to teach the ordinary subjects required by the Board of Education. A knowledge of German will be a recommendation. Preference will be given to a Teacher who has had experience in a Secondary School or in a Pupil-Teacher Centre. Commencing salary £120 per annum, increasing £5 yearly to £150. Application on a Form obtainable from the SECRETARY TO THE COMMITTEE, should be forwarded to him not later than 11th May next.

STEWART BEATTIE,
Education Offices, Secretary.
4 St. Giles's Street, Northampton.
25th April, 1904.

COLLEGE OF PRECEPTORS. (Bloomsbury Square, W.C.)

The Council of the College of Preceptors will shortly proceed to the appointment of additional EXAMINERS in MATHEMATICS, PHYSICS, ZOOLOGY AND PHYSIOLOGY, and GEOLOGY. Candidates must be Graduates, and should have had experience in teaching. Applications (twenty copies), stating age, degree, experience in teaching and examining, &c., should be addressed to the DEAN of the College not later than the 31st of May. If testimonials are sent, they should be not more than three in number, and twenty copies of each should be forwarded.

C. R. HODGSON, B.A., *Secretary.*

* **Replies to these advertisements should be addressed "*No.* —, *The Journal of Education, 3 Broadway, Ludgate Hill, E.C.*" Each must contain a *loose* stamp to cover postage on to advertiser.** ***Post Cards*** **will NOT be sent on.**

COUNTY OF SURREY.

SURREY EDUCATION COMMITTEE.

THE Education Committee of the Surrey County Council have adopted the following scales of salaries for Teachers of all grades in Elementary Schools in the County :—

HEAD MASTERS.*

Class of School.	Average attendance under	Commencing Salary. Consisting of A.—Fixed Initial Basis.	B.—Addition for each Class of School.	C.—Addition for each Year of Approved Service as Head Teacher in County of Surrey.	Increments after each succeeding Year of Approved Service.	Maximum in each Class of School.
I.	40	No Master to be employed in a School of this Class.				
II.	70	£100	£4	£4	£5	£130
III.	100	,,	8	,,	,,	140
IV.	130	,,	12	,,	,,	150
V.	160	,,	24	,,	,,	165
VI.	190	,,	30	,,	,,	185
VII.	220	,,	48	,,	,,	200
VIII.	250	,,	56	,,	,,	225
IX.	280	,,	64	,,	,,	250
X.	310	,,	72	,,	,,	275
XI.	over 310	,,	82	,,	,,	300

HEAD MISTRESSES.*

I.	40	£80	—	£3	£4	£100
II.	70	,,	£4	,,	,,	110
III.	100	,,	8	,,	,,	120
IV.	130	,,	12	,,	,,	130
V.	160	,,	24	,,	,,	140
VI.	190	,,	30	,,	,,	150
VII.	220	,,	48	,,	,,	165
VIII.	250	,,	56	,,	,,	175
IX.	280	,,	64	,,	,,	200
X.	310	,,	72	,,	,,	225
XI.	over 310	,,	80	,,	,,	250

ASSISTANT TEACHERS.

Grade of Teacher.	Maximum Commencing Salary. Men.	Maximum Commencing Salary. Women.	Maximum Salary. Men.	Maximum Salary. Women.	Amount of Increment. Men.	Amount of Increment. Women.
	£	£	£	£	£ s.	£ s.
1. Article 68	—	—	—	50	—	—
2. Articles 50, 51, and 52	65	55	80	70	2 10	2 10
3. Certificated Assistants, 3rd Division	80	70	115	95	2 10	2 10
4. Certificated Assistants, 1st–2nd Division (untrained)	85	75	120	100	4 0	3 0
5. Certificated Assistants (College trained)	90	80	130	110	4 0	3 0

* In making future appointments and promotions of Head Teachers, or in making recommendations in regard to the same to the Managers of Voluntary Schools, the Committee intend to confine themselves to the ranks of Certificated Teachers who are now, or subsequently may be, in the service of the county. Teachers desirous of being placed upon the County Register should send in their applications, enclosing stamped envelopes for form of application, and marked "T." on the outside of the envelope, to H. MACAN, Secretary, St. Ives, Kingston-on-Thames.

TO ASSISTANT MISTRESSSES.

IMMEDIATE AND SEPTEMBER VACANCIES.

Messrs. GRIFFITHS, SMITH, POWELL & SMITH, Educational Agents (Estd. 1833), 34 Bedford Street, Strand, and 22 Henrietta Street, Covent Garden, London, W.C., invite immediate applications from well qualified **English and Foreign** Assistant Mistresses for the following appointments :—

Senior Assistant Mistress for County School. Advanced English and French. Degree preferred. Good experience necessary. 26 hours' work per week. £130 non-resident.—No. 389.

Form Mistress for County School. Advanced Botany, Conversational French, and usual English. Good Training or experience desired. £65 resident.—No. 378.

Head English Mistress for important School. Latin, Mathematics, French, Botany. Age over 26. £60 resident.—No. 367.

Governess for Family in Cuba. Wanted in August. General subjects. Salary £70 resident. First-class passage paid.—No. 333.

French or Swiss Protestant for English Family in Athens. 2 girls. French, German, Music, Drawing, English. Salary £70 resident. Passage paid both ways.—No. 409.

Senior Music Mistress wanted in September, for important School. £65 resident.—No. 431.

Young but highly qualified **Mistress** required in September for first-class School in West of England. Excellent prospects in the case of a suitable Lady. Good salary will be given, resident.—No. 357.

Science Mistress for Public School. London B.Sc. necessary. £60 resident.—No. 302.

Experienced **Mistress** for Seaside School. Graduate or equivalent preferred. English, Latin, Mathematics. £60 resident.—No. 289.

South Africa.—MUSIC MISTRESS required for well known School. Must be well qualified and experienced. £60 resident. Wanted in July.—No. 239.

Cape Town.—CLASSICAL MISTRESS for important School. Some Form work. Salary £80, £90, and £100. Three years' engagement.—No. 183.

Mistress for Cookery and Form Work. County School. £100 non-resident.—No. 659.

Head Assistant Mistress for Boarding School in Canada. University Certificates essential. Churchwoman. Latin, Mathematics, French, and German. £60 resident. Passage paid.—No. 635.

Assistant Mistress wanted, in September, for High School. Good Mathematics. B.A. or Inter. B.A. desired. £80 non-resident.—No. 880.

Foreign Mistress wanted, in September. French and German. Salary £50 resident.—No. 039. Recognized School.

English Mistress wanted, in September. Some Science necessary. £45 resident or £80 non-resident. No. 038. Recognized School.

Music Mistress for important School. Wanted now or in September. To prepare for Examinations. £40 resident.—No. 371.

Mistress for London School. Mathematics, History, Literature, and some Science. £45 resident.—No. 090.

Experienced and well-qualified **English Mistress** for School in North of England. Degree preferred, or Registered Teacher. Fair salary, resident.—No. 011.

English or French Lady for first-rate Music, Drawing, Painting, and (if possible) French. Good salary.—No. 990.

English Mistress with good Certificates for London School. Ablett's Drawing desirable. £45 resident.—No. 892A.

Music Mistress wanted in September for good School. One Trained at German Conservatoire much preferred. Fair salary.—No. 326.

Physics Mistress for large, important School. Some English. Adequate salary resident.—No. 191.

Certificated **Technical Mistress** for large, well known School. Wanted in August or September. Cookery, Laundry, Needlework, &c. Training necessary. Good salary non-resident.—No. 247.

Trained Teacher for Boys' Preparatory School. English, French, Latin, Mathematics. £40 resident.—No. 350.

Technical Mistress for important School. 100 Pupils. Fair salary resident.—No. 390.

Mistress wanted, in September, for Public School. Botany special subject. Light supervision. £40 resident.—No. 407.

Mistress for high-class School (Recognized) in Isle of Man. Must hold good Certificates. Salary £40 to £50 resident.—No. 441.

Mistress for Modern Languages and Ablett's Drawing. Recognized School. £40 resident. Wanted in September.—No. 317.

Senior Mistress for English, Arithmetic, Mathematics, Music. Eastbourne School. £40 to £50 resident.—No. 249.

Head Teacher, to take charge of Schoolroom. 20 Boarders, few Day Pupils. 5 Teachers. £40 resident.—No. 172.

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PARIS MEETING OF THE MODERN LANGUAGE ASSOCIATION.

IT was a bold project, and, as the event has proved, a stroke of genius, to invite the Modern Language Association to hold a congress in Paris. How many members would be prepared to give up a week of their Easter holidays, and how many of them—the most zealous are often the poorest—would be able to stand the cost? "Dux femina facti." The idea was conceived by Miss Williams, the *Directrice* of the Guild International, when she was over in London last summer, holding her annual examination for the selection of English *répétitrices*. She convinced the Committee of the M.L.A. that the project was feasible, that our members, whether few or many, would be warmly welcomed by the officials both of the State and of the University; that for those who knew the ropes a week in Paris need cost no more than a week at the seaside; and, lastly, she persuaded the Bureau of Information to lend a helping hand and to give to the meeting a quasi-official sanction on this side the Channel. Dr. Heath deputed to Mr. Twentyman, the Librarian of the Bureau, the conduct of all the preliminary arrangements, and, in consequence, there was not a single hitch. It was a personally conducted tour, and Mr. Twentyman—a Guide Johanne, a Larousse, and an *indicateur* rolled into one, was ubiquitous and omniscient. The party numbered some hundred in all, members of the Association and their friends—as nearly as possible half women and half men. Out of these only some forty chose the regulation train at 10 a.m., on Wednesday, April 13, from Charing Cross, in which two corridor saloons had been reserved. A huge Cook's party was starting by the same train for Rome, suggesting to a Modern Language representative who had not forgotten all his classics the Æschylean comparison of oil and vinegar mixed in the same vessel. To judge by faces and voices, there could be no doubt as to the assignment of the two parts. Paris was reached at 6.30 p.m., and five omnibuses were in waiting to convey members to the hotels in the Quartier Latin where billets had been provided for them, in the neighbourhood of the Sorbonne.

THURSDAY.

A cloudless morning, and as hot as mid-June in London. The scene recalls the "Westminster Bridge" sonnet, written, it will be remembered, as Wordsworth was on his way to France. The city, like a garment, wears the beauty of the morning; the Odéon lies all bright and glittering in the smokeless air, the young chestnuts in the Luxembourg Gardens are stretching out their baby fingers to the sun; but that mighty heart is not lying still. Paris rises at least two hours before London, and by seven o'clock the trams and street trains are running: the storm and stress of the day has begun.

By 10.30 we are all assembled in the court of the Sorbonne, awaiting the arrival of the Minister. M. Beljame is there greeting his English friends. To most of us he needs no introduction; for he is almost as well known to the learned world of England as of France. Mr. de Bunsen, the grandson of our famous Ambassador, the friend of Arnold, is there to represent the English Embassy. We pass into the Salle d'Attente, and are there presented one by one by M. Beljame to the Minister of Public Instruction. We pass into the Amphithéâtre Descartes, a spacious chamber seating some five hundred, where the inaugural meeting is held. All the *sommités* of the Sorbonne are there, but there is no ceremony, no "pokers," or squire bedel; and one misses the scarlet robes and silken hoods that light up a similar function in the Senate House or the Sheldonian.

In a few well chosen words M. BELJAME sets forth the object of the meeting. He contrasts the modern language teaching that he received at school with the present instruction given both in France and in England. Yet, he adds, we have not attained the goal, and have come together gladly to learn and gladly to teach. He points out how necessary it is to keep up the knowledge of a foreign tongue, giving, as an example, Voltaire, whose English letters became fewer, shorter, and less correct as his vision of England faded.

M. CHAUMIÉ, in bidding us all a hearty welcome, points to the meeting as one sign of the *rapprochement* between the two nations. He apologizes for his inability to welcome us in English, for which defect the school must bear the blame. It

is to the schoolmaster that in the future we must mainly look to bring about a mutual understanding. "Tout savoir, c'est tout pardonner." As reported, this will seem the barest commonplace; but it would be impossible to reproduce even in a *verbatim* report the perfect intonation and the grace of manner which elicited a round of applause.

Sir HUBERT JERNINGHAM, whose accent satisfied even French ears, on behalf of the Association, replied as follows :—

Monsieur le Ministre,—A la demande de mes collègues de l'Association des Langues Modernes d'Angleterre, et en leur nom, je me permets de remercier Votre Excellence de l'accueil si bienveillant que vous nous avez accordé et des paroles aimables et encourageantes que vous venez de nous adresser.

L'Association anglaise dont j'ai l'honneur de faire partie diffère un tant soit peu de la Société des Professeurs des Langues Vivantes en France en ce qu'elle est due non seulement à l'entreprise privée, n'est pas uniquement composée de professeurs, et cherche plutôt à encourager l'étude des langues qu'à les enseigner. Nous invitons toutes les personnes qui s'intéressent aux langues vivantes à se joindre à nous, quelles que soit leur nationalité ou leurs occupations, persuadés comme nous le sommes que dans l'ère actuelle les rapports d'affaires entre les nations demandent, si elles n'exigent pas, qu'on reconnaisse enfin l'importance des langues vivantes dans l'éducation de la jeunesse; et nous nous basons sur l'expérience, dont chacun peut faire l'essai, que toute langue acquise en plus de la sienne est un doublement de capital au sortir de l'enfance et aux débuts de l'existence. Pour atteindre notre but, nous avons par conséquent trois objets en vue, qui sont très distinctement indiqués dans les statuts de notre Association et constituent notre raison d'être.

C'est, d'abord, de faire notre possible pour rehausser le niveau actuel des études des langues modernes, et de donner une impulsion nouvelle à ces études soit dans nos écoles, dans nos universités, voire même dans le pays.

Ensuite, de nous efforcer d'obtenir pour les langues modernes dans le programme des études académiques d'Angleterre la place à laquelle ces langues ont un droit par raison de leur valeur intrinsèque comme instruments de culture et de discipline mentales, à part de leur importance reconnue en ce qui concerne les sciences, le commerce et l'économie.

Enfin, nous tâchons de procurer aux étudiants ainsi qu'aux professeurs par l'entremise d'un journal qui paraît tous les trois mois, par des meetings, par des débats, par des conférences, l'occasion d'échanger leurs vues soit au sujet des langues, de la littérature ou des modes d'enseignement.

Comme Votre Excellence le voit, c'est tout une petite guerre que nous livrons aux langues mortes pour donner plus de vitalité aux langues vivantes, et nous ne désespérons pas du succès éventuel de notre Association qui ne date que de dix ans et compte déjà plus de cinq cents membres parmi lesquels nous pourrions vous nommer la plupart des hommes d'Angleterre qui font autorité chez nous en matière d'éducation. Dans ce temps restreint, nous avons déjà réussi à faire donner des bourses à l'Université de Londres pour le français et pour l'allemand. Nous ne pas cesserons nos efforts pour que les Universités d'Oxford et de Cambridge suivent cet exemple.

Que me reste-t-il à vous dire, Monsieur le Ministre, si ce n'est d'exprimer à Votre Excellence combien nous nous sentons honorés aujourd'hui d'être si bien accueillis dans cette grande capitale par le Ministre de l'Instruction Publique de France, et combien notre Association vous est reconnaissante de l'honneur que vous lui faites?

S'il m'est permis d'ajouter une remarque, ce serait pour dire ce qui est dans la pensée de chacun, à savoir, l'avantage qu'il y a pour nous de pouvoir, dans un accueil comme celui d'aujourd'hui, apprécier à Paris même le charme de cette belle langue française, qui est une des gloires de votre grand pays.

Pour ma part, j'ai la conviction que dans les rapports si nombreux que doivent avoir entre elles les nations civilisatrices du monde à la poursuite des intêrets de la science et des affaires, rien ne resserre autant les liens qui unissent les hommes de différentes nationalités qu'un langage commun dans lequel ils peuvent non seulement se comprendre, mais exprimer leurs pensées ou leurs sentiments, et c'est pourquoi j'ose croire que l'effort de notre Association pour populariser les langues modernes, et en particulier la langue française, en Angleterre est actuellement, comme il doit l'être dans l'avenir, un auxiliaire puissant à cette Entente Cordiale que nous saluons avec tant de bonheur, et qui, due à la sagesse du Président de la République ainsi que de Sa Majesté notre Roi, vient d'être si récemment menée à bonne fin, par les deux Gouvernements de France et d'Angleterre, et à la formation de laquelle Votre Excellence a eu votre part.

The afternoon session was opened by M. Emile Hovelacque, Inspecteur-général des Langues Vivantes. M. Hovelacque is very youthful for a General Inspector; but as to his competence for the high office those who heard him, first as *conférencier* and then as *président*, could feel no doubt. He spoke with equal fluency and correctness both in English and in French, and his lecture on "The Reform of Modern Language Teaching" —which was delivered without a note—showed a complete grasp of the subject. The Amphithéâtre Michelet, where all the sittings of the Congress were held, left much to be desired in the way both of acoustic properties and of ventilation. When the windows were open the noise of the Rue St. Jacques drowned the speaker's voice, and when they were perforce closed the atmosphere by the end of the session was almost stifling. The announcement of the Chairman that there would be a five minutes' interval between the two lectures for *aération* was warmly welcomed.

M. HOVELACQUE said that the end and object of modern language reformers had been clearly seen and steadily pursued for many years past, but even now was far from being realized. He should have liked to sketch the history of the movement; but time forbade. It was not due to Ministerial influence, the importance of which was wont to be overestimated—at least, in France. It was the force of public opinion that had started the movement, and it began with a complaint from the Chambers of Commerce of the scandalous way in which modern languages were taught in schools, and the incapacity of pupils who had passed through the *lycées* either to talk or to understand a foreign tongue. "Une bonne d'enfants aurait pu enseigner beaucoup mieux." Under existing conditions of school and University organization any radical reforms were impossible; but happily a Minister had succeeded to the Portfolio of Education who understood and sympathized with the aims of the Reformers, and had so altered the *cadre* and syllabus that it was at length possible to carry them out—M. Georges Leygues. Their aim was, in brief, "de donner aux élèves une possession des langues étrangères." This did not mean anything so chimerical as ability to write like George Meredith. There were all degrees of effectiveness, and an English child of three possessed within his circumscribed range a thorough working knowledge of his native tongue. Such was the knowledge that they now sought, and with a large measure of success, to communicate to the French pupil. In attaining this there were three main points to be attended to—first, pronunciation, a culture of the ear; then the sense of the word; and, thirdly, the sense of words, not as isolated units, but as parts of a sentence. Pupils must be taught "penser par phrases"; not only the ear, but the intelligence, must be cultivated. As to method, the Ministerial Instruction left to the teacher perfect liberty. No *imprimatur* was given to the Berlitz method or any other system connected with the name of an individual reformer. In modern language lessons it was laid down that the mother tongue should be used as little as possible; but there was no hard and fast rule, and it would be pedantic to suppress French entirely. The professor himself should not talk much, but the class should be constantly talking. It was a mistake to try to make a pupil who had pronounced badly correct himself: it was much better to make a fellow-pupil correct him. Then when the correct pronunciation had been given let the whole class repeat it. There were three degrees of learning, and the order of the three was all-important—*parler, lire, écrire.* Last, but by no means least, must come the study of the foreign literature. One practical test of the efficiency of the new *régime* he had noticed as an inspector: to all *lycées* was attached a lending library, and he found that English books—tales, novels, and travels—were in constant requisition.

Prof. SADLER was unfortunately prevented by indisposition from attending. His place was taken by Dr. HEATH, who chose for his subject:

THE RELATION OF LANGUAGE TO SCIENCE IN THE FIELD OF EDUCATION.

The great obscuring fact of the last generation has been the enormous growth of natural science, which throughout the last century has affected both our material and mental being in ever widening and deepening waves. It has become essential to extend instruction in science throughout all ranks of society in order to provide men skilled enough to handle the new tools which are each day being put into our hands. If to this pressing material necessity we add the effects of the many mental readjustments made necessary to the theories of Darwin, Spencer, and the evolutionists, it is small wonder if the literary portions of our training have not been much thought of or cared for. Further, within the limits of our own special field three causes have been at work to distract our minds from broader issues. (1) The battle between classical and modern languages, in which the men of science have, in England at any rate, mostly sided with the moderners. (2) The controversy as to methods. (3) The influence of the Universities, which in England has been halting and fitful, without conviction, and, so far as it has been positive, foreign in its inspiration and unnational in its spirit.

1. The war of ancients and moderns, whatever its rights and wrongs, is now over so far as a large number of schools in England is concerned. It may safely be said that Latin will never again be taught in the majority of lower-grade secondary schools. But this is a serious matter; for there can be no doubt that our teachers of Latin and Greek,

pedantic and unimaginative as many are, compare favourably in their equipment with the average of modern language teachers. For them the Universities have held the torch of learning high; for us others they have doused it in the slough of ignorance and despair.

2. As for the question of method, here, again, the main positions have been won by the reformers; but attention has been directed to beginnings, and the needs and powers of older students have been less carefully considered. A complete and co-ordinated body of theory showing how the deeper significance of the national life is to be made clear in connexion with the more advanced study of a foreign tongue is still to seek. This is the service that ought to have been rendered by our Universities; but, in fact, they have failed to understand the scope and aim of their own teaching and have had neither mind nor means to inquire into the proper study of these things in schools. They have been unable to discover in the literature of France or the philosophy of Germany, to say nothing of England, any source of culture or mental training comparable with that afforded by Greece and Rome. They have feared that the "open door" for this modern learning meant the "back door" to a degree; for their conception of a degree—a stage in the course of study—has so far declined, and it has come to be looked upon as a reward for success in answering examination questions, and they have been haunted by the nightmare that the new learning offered less opportunity for the invention of posers and riddles. Yet the researches of philologists like Zupitza, Gaston Paris, Darmestetter have convinced them that here was a domain where questions could be asked which even professors could not answer. Modern philology is now a recognized University study; but modern literature is still for the journalist and the reviewer, not for the Universities. Thus it has come to pass that those studies which should be the most humanistic of all have been bound down to the osteology of language, and the recognition of the new science has led us to forget the ancient art of which language is the medium and literature the finest flower. We have borrowed the worst of German scholarship and have failed to create or to encourage a national tradition. It is clear that there is room for a more philosophical consideration of the problems of modern language study; though it is equally clear that no final conclusion is possible till the psychology of the processes by which languages are mastered is better understood. Certain facts and limitations, however, are clear, and should be borne in mind.

1. A great part of early education is concerned with the imparting of skill. On the intellectual side, we may say that the *main* object in the instruction of all children up to fourteen or fifteen is to teach them the use of the instruments necessary for them as members of a civilized society—language (including reading), writing, and the rudiments of mathematical processes and conceptions. In the course of acquiring skill in the use of these tools it is possible to convey a good deal of what may be described as "knowledge"; but these rudimentary skills are rather arts. Any forgetfulness of this principle will in the end restrict the amount of knowledge we can help the child to attain. Any imperfection in the mastery of these three arts will hamper his pursuit of knowledge for life, and any attempt to raise his knowledge beyond the range of the senses will be directly conditioned by the degree of skill he can achieve in the use of these fundamental tools. The extreme difficulty of a wise education on the linguistic side consists in this—any attempt to impart skill in the use of language without a parallel increase of our knowledge of *things* leads to sophistry, to the verbal hair-splitting of the later Greek philosophy and the idle gymnastics of the schoolmen. This truth was recognized by Milton no less than by Rousseau and Sturm. The study of language unless it proceeds *pari passu* with the learning of things is fruitless. The converse is, of course, impossible, except as regards sense perception; for there can be no accurate attainment of ideas except through language. This is the special danger which threatens the American practice of modern language teaching.

2. What language or languages should be studied? Obviously, first and foremost the mother tongue, because some measure of skill is attained before schooling begins, and we have here a lever of incomparable power. But should *all* children, no matter what their future or the length of their school-life, begin some other language? The answer depends on considerations of convenience and economy of effort rather than on principle. There is nothing in the nature of things that makes it impossible to lay some foundation in a foreign tongue by the time a child reaches fourteen or fifteen, the age which is the ideal close of primary education. But it is a recognized axiom that no study should be entered on unless it can be carried far enough to be useful. That stage is not reached in the case of a language until the literature of the country has been opened up to the student: and it is obviously impossible, under present conditions, to attain that stage in the primary school. This was the opinion of Rousseau, who says in his "Emile": "I do not believe that any child between the ages of twelve and fifteen (prodigies excepted) has ever really learnt two languages." The ease with which children can pick up the patter of a foreign tongue is no real argument *per contra*. The literary sterility of all bilingual peoples is a warning to us. Foreign languages, then, should be reserved for the secondary school. When should they be begun, and what language should it be? In the case of English children, whatever their destination, the first language should undoubtedly be French. The genius of the French language is nearest akin to that of English; its structure is more free and logical than that of German; its accuracy of expression is greater than that of English; it has a magnificent prose tradition; and, lastly, the things useful to be known are more in number, greater in illumination, and easier of comprehension to the young English child than the things to be known by the study either of German or of Latin. Further, through the study of French the future classical student will move back naturally and easily to the more formal dignity of the Latin tongue and Roman thought.

After two or three years of French the pupil may begin German, and after another year or two of German reduce the time devoted to both, in order to begin an intensive study of Latin; dropping German altogether for the time if and when Greek is commenced. This view is supported in England by Prof. Reid, of Cambridge, who holds that nothing would be lost by postponing Latin to the age of thirteen or fourteen, and still more explicitly by the classical reformers in Germany, Waldeck and others.

3. So we reach the answer to the first question: When should the study of French begin? Not before some considerable facility with the mother tongue has been attained—*i.e.*, not earlier than ten years of age. But this study should have prepared the ground. The main *results* of phonetic study should have made themselves felt in teaching the child to read. The stories of the great men of France, its finest legends, should be familiar. Humanism should be begun in the mother tongue. To attempt any study of style or culture in the foreign tongue before the age of eighteen or nineteen is to stunt the imagination and to encourage loose language and vague thinking. The realities, the "things useful to be known," in the earlier stages of teaching a foreign language must be concrete things—the national life and ways. For the most part school life will cease at the point when the literature of the foreign tongue lies open to the youth as a guide and help to a wide citizenship and higher ideals when he faces the rough and tumble of the world; but, if he is ready to appreciate the foreign style or to make a more careful study of the style and the philosophy of the neighbouring peoples in his last two years at a public school or when he enters the University, this stage must be inaugurated by a study of logic. And, so far as his language study is concerned, this logical training is afforded him by means of careful translation. The "Reform" school of modern language teaching lays great stress on the exclusion of translation from the study of a foreign language, and, were the sole purpose the attainment of either instrument of thought, it might be maintained (though even that is doubtful) that the mother tongue and the foreign should be learnt as two distinct methods of expression. But when once the basis of articulation is fairly well fixed and some measure of *Sprachgefühl* attained, the attempt to water-tight two languages leads to loss rather than gain. Nothing but translation can reveal the gaps in our powers of expression.

The age at which translation should begin, however, needs careful investigation, and the translation from the direct method to the analytical is a problem not yet worked out. The sum of the whole matter is the national need, the fundamental necessity for our civilization, of due attention to language and literature of which it is the medium. It is only on a literary basis that the modern world will escape from those disintegrating forces which have always sooner or later destroyed the great civilizations.

FRIDAY.

On Friday morning the following paper was read by M. Baret, Maître de Conférences à la Sorbonne:—

QUELQUES MOTS SUR LA NOUVELLE ORGANISATION DE L'ENSEIGNEMENT SECONDAIRE EN FRANCE.

Mesdames et Messieurs,—Si j'en crois un juge fort compétent en la matière, l'ensemble de nos institutions et de nos programmes d'enseignement secondaire—avant le nouveau plan d'études dont on a bien voulu me charger de vous entretenir aujourd'hui—se présentait à un observateur anglais comme "un joli jardin bien dessiné, aux larges avenues, à l'ordonnance méthodique," tandis que, par comparaison, le système d'éducation anglais ressemblait à un enchevêtrement confus de lianes à "une brousse inextricable." *

Qu'il ait paru nécessaire de faire pénétrer, même à coups de hâche, un peu d'air et de lumière parmi ces broussailles touffues, cela est si naturel qu'il peut sembler superflu de le justifier. Mais que l'on ait songé à percer de nouvelles allées dans un jardin si bien dessiné et à régulariser ce qui était déjà rectiligne, voilà qui peut surprendre et qui, par conséquent, appelle quelques explications.

Puisque le champ des métaphores nous est ainsi ouvert, permettez-moi d'en profiter pour comparer, à mon tour, l'éducation—qui n'est en somme que l'alimentation méthodique et raisonnée de l'esprit—à l'alimentation du corps, laquelle, pour être efficace, doit toujours être

* M. Cloudesley Brereton—"Les Réformes prochaines de l'Enseignement Secondaire" (*Revue Internationale de l'Enseignement*, 15 février 1899).

appropriée et proportionnée à l'âge et à la constitution physique de l'individu.

Mais les sociétés humaines ne sont elles-mêmes que des individus dont le développement, tout insensible et ininterrompu qu'il soit, se peut aisément ramener à un certain nombre de phases distinctes, qui correspondent aux divisions ordinaires de la vie humaine. A chacune de ces phases convient un régime particulier. Il est donc naturel que le système d'éducation d'un peuple soit, comme le système d'alimentation du corps humain, l'objet de modifications, ou plutôt de rectifications, relativement fréquentes, et que même, à certaines époques climatériques de sa vie intellectuelle, politique et sociale, il soit soumis aux exigences d'une "mise au point" plus rigoureuse et plus complète.

Le plan d'études du 31 mai 1902 correspond précisément chez nous à l'une de ces époques critiques de la vie, où la santé intellectuelle et morale d'un peuple exige des soins particulièrement énergiques et éclairés.

Je vais, d'après un document officiel magistralement écrit,* vous présenter d'abord un bref historique des nombreuses retouches et modifications qui, sous le nom de réformes, ont, avec plus ou moins d'efficacité, assuré la santé de notre enseignement secondaire depuis 1850 environ, pour en arriver, enfin, à l'exposé plus détaillé de l'adaptation nouvelle de cet enseignement aux besoins matériels intellectuels et moraux de l'époque où nous vivons :

"Au commencement du dix-neuvième siècle, l'enseignement comportait le grec, le latin, le français, les mathématiques et la philosophie. Sont venus tour à tour y demander place, et l'y ont obtenue légitimement, l'histoire, la géographie, les langues vivantes, la physique, la chimie, les sciences naturelles ; et, comme depuis un demi-siècle, toutes ces disciplines, les anciennes et les nouvelles, ont perfectionné leurs méthodes et multiplié leurs résultats—comme les anciennes, fortes de leur passé, de leurs services, tout en reconnaissant aux autres droit de cité, n'entendaient pas leur céder la place—il en est résulté, aux programmes, des additions continues, sans retranchements corrélatifs, et la masse est allée s'accroissant démesurément, menaçant d'écraser les intelligences.

"Tous les systèmes essayés depuis 1850—bifurcation, enseignement spécial, enseignement moderne premier modèle, enseignement moderne second modèle—ont été des tentatives pour résoudre ce problème : Puisqu'il n'est pas possible, dans un cours d'études secondaires, de faire entrer à doses égales, dans une jeune intelligence, tout ce que, *idéalement*, il serait bon qu'elle possédât, il faut faire avec les matières essentielles des mélanges divers, où chacune d'elles entre en proportions déterminées, selon sa vertu éducative et suivant ses effets pratiques."

Le nouveau plan d'études se distingue des précédents par son ampleur, par sa plus exacte adaptation aux besoins de l'époque actuelle et d'un avenir prochain.

Il a été établi avec un soin minutieux. "Jamais travaux préparatoires d'un changement de législation ne furent plus amples, plus méthodiques et plus approfondis. Il en est sorti un certain nombre de règles générales, formulées d'accord avec le Gouvernement et les deux Chambres, et qui, sans avoir la forme d'un texte de loi, ont cependant pour nous la force impérative de la loi ; puis, dans les cadres déterminés par les pouvoirs souverains, et conformément aux principes posés par eux, il en sorti des programmes d'enseignement délibérés en conseil supérieur de l'Instruction Publique, après l'avis des maîtres les plus compétents."

"Vue de l'extérieur, cette nouvelle organisation de notre enseignement secondaire des garçons présente les traits que voici : Tout d'abord, la disparition de deux épithètes. Nous avions en face l'un de l'autre, parfois en antagonisme, un enseignement secondaire *classique* et un enseignement secondaire *moderne*. Il y a, maintenant, un enseignement secondaire sans seconde épithète. L'enseignement classique durait une année de plus que l'enseignement moderne. L'enseignement secondaire aura désormais pour tous une même durée de sept ans."

"Enseignement classique et enseignement moderne formaient chacun une série continue d'études, sans coupure régulière et prévue. Sur les sept années qu'elles occuperont, les diverses disciplines de l'enseignement secondaire seront désormais groupées et coordonnées en deux cycles, l'un de quatre ans, l'autre de trois—de façon que l'élève qui, pour telle ou telle cause, voudra quitter le lycée avant les classes dernières, le pourra faire sans trop de dommage, muni, après le premier cycle, d'un bagage de connaissances, modeste sans doute, mais formant un ensemble."

"Le premier cycle offre deux types—l'un avec le latin, l'autre sans le latin : le premier avec le grec facultatif à partir d'un certain moment ; tous deux avec les langues vivantes, enseignées d'après les méthodes directes ; puis, l'histoire et la géographie ; et, enfin, à doses diverses—de façon que le type sans latin soit déjà caractérisé par la prédominance des sciences—les éléments des sciences abstraites et des sciences de la nature.

"Avec le second cycle, la variété s'accroît. Les deux types du premier cycle donnent naissance à quatre types : grec-latin, latin-sciences, latin-langues vivantes, sciences-langues vivantes, qui, au sommet, se rapprochent et se fondent en deux classes : notre vieille philosophie, qu'il faut conserver tout en essayant d'y réduire un excès de dialectique et d'y développer l'esprit scientifique ; et *les mathématiques*, qui, dans l'organisation générale de notre enseignement national, sont la transition du collège aux grandes écoles ou aux facultés des sciences."

Entre ces deux types, les familles choisissent suivant les aptitudes, les goûts et la destination de leurs enfants. Elles choisissent sans péril puisque chaque type forme un système complet ; elles choisissent sans contrainte puisque, désormais, le souci des sanctions inégales attachées à nos deux anciens baccalauréats ne pèse plus sur leur choix.

"En effet, le baccalauréat est *un*, comme l'enseignement lui-même. Il a, comme lui, ses types divers, ses séries différentes d'épreuves et ses mentions diverses. Mais, pratiquement, *en droit*, toutes les mentions ont les mêmes effets, et par là s'achève, dans la diversité, l'unité fondamentale de l'enseignement secondaire.

"Voilà pour l'aspect extérieur. Vu de dedans—et c'est la vue qui importe le plus—le nouveau plan d'études apparaît comme la tentative d'un enseignement secondaire à forme classique sur une matière moderne. Et ici les deux épithètes disparues reparaissent, mais en d'autres places et avec d'autres sens. Nous avons eu, nous avons encore, notre querelle 'des anciens' et 'des modernes' ; le nouveau plan d'études voudrait y mettre un terme, non par une défaite, non par une réconciliation—le mot ne serait pas tout à fait juste—plutôt par une conciliation, ou, mieux encore, par une alliance."

Ce désir d'une alliance entre l'ancien état de choses et le nouveau, cet appel à la conciliation se manifestent très nettement dans la série des programmes des différentes classes. Je ne saurais songer à vous en imposer ici le détail. Je voudrais seulement, au moyen de certaines citations, en marquer l'esprit et en souligner la tendance. Elle s'accuse moins dans le choix des exercices et des auteurs, qui sont à peu près les mêmes, que dans les sobres indications qui les accompagnent et en fixent l'importance relative dans l'œuvre commune. En voici quelques exemples : "*Grammaire.*—Les règles seront enseignées surtout par l'usage. Le professeur ne manquera aucune occasion de faire constater aux élèves qu'ils les appliquent instinctivement. Il rattachera donc constamment son enseignement aux exemples fournis par le langage parlé ou écrit. L'étude de la grammaire aura pour objet de résumer en formules précises les règles tirées de l'expérience.

"*Lecture, Explications et Récitations d'Auteurs Français.*—Les élèves seront habitués à faire des lectures complémentaires qui seront contrôlées en classe. Le professeur donnera, à l'occasion de l'étude des textes, les notions de grammaire historique qui paraîtront nécessaires. Ces notions ne seront pas la matière d'un cours suivi, et se donneront seulement dans la mesure où elles peuvent rendre plus intelligible l'usage actuel de la langue.

"*Histoire.*—Le professeur ne fera pas l'exposé détaillé de l'histoire militaire et diplomatique d'une guerre. Il choisira quelques exemples d'action militaire. Ainsi pour les guerres de la Révolution et de l'Empire, le professeur choisira une ou deux campagnes qu'il étudiera avec quelques détails, à titre d'exemples, etc."

Mais c'est l'enseignement qui nous intéresse plus particulièrement, ce sont les langues vivantes qui ont surtout attiré et retenu l'attention des réformateurs ; ce sont elles qui ont été l'objet des instructions les plus détaillées et les plus pénétrantes. Bien que vous ayez pu recueillir, hier, de la bouche la plus autorisée, les renseignements les plus complets sur cette question si importante pour nous, je crois demeurer fidèle à mon sujet en transcrivant ici quelques lignes des instructions officielles : "Si l'étude des langues anciennes a pour objet essentiel une certaine culture de l'esprit, les langues vivantes sont enseignées surtout en vue de l'usage. Le but que devra se proposer l'enseignement d'une langue vivante, au cours des études secondaires, sera donc de donner à l'élève la possession réelle et effective de cette langue. La langue à enseigner sera la langue courante. On entendra par là non seulement celle qui répond aux usages de la vie journalière, mais d'une manière générale celle qui sert à traduire par la parole toutes les manifestations de la vie physique, intellectuelle et sociale.

"Une langue vivante étant avant tout une langue parlée, la méthode qui conduira le plus sûrement et le plus rapidement à la possession de cette langue sera la méthode *orale*. Cette méthode n'est exclusive ni de la lecture des textes, ni des devoirs écrits. Mais elle n'est pas suspendue par ces exercices : elle s'y applique au contraire, elle en prend occasion et y trouve une matière. Par sa continuité même, elle réalise pour l'élève, dans la classe, quelques-uns des avantages d'un séjour en pays étranger. Il va de soi, d'ailleurs, que, tout en se rapprochant du procédé naturel de l'acquisition des langues, elle doit être employée comme une vraie méthode, c'est-à-dire d'après un plan précis et suivant une gradation continue. La méthode orale fait tout d'abord l'éducation de l'oreille et des organes vocaux. Elle se fonde essentiellement sur la prononciation. Donner aux élèves une bonne prononciation sera donc la première tâche du professeur . . . etc."

Il ne me semble pas qu'il soit besoin de multiplier ces citations pour vous faire pénétrer l'esprit des nouveaux programmes. La matière

* "Le Nouveau Plan d'Etudes de l'Enseignement Secondaire," par M. Liard, Recteur de l'Académie de Paris (*Revue Internationale de l'Enseignement*, 15 décembre 1902).

de l'enseignement y est, *sans danger*, plus vaste et plus variée que dans les anciens programmes ; car, sauf quelques parties nécessairement communes, elle ne s'adresse pas uniformément à tous. La table est plus abondamment servie, mais chacun peut à sa guise y choisir les aliments qui conviennent le mieux à son jeune appétit. Et ces aliments, moins copieux que nourrissants, sont plus facilement assimilables. En un mot, et pour parler sans métaphore, l'enfant peut n'étudier que ce que son esprit est en état de comprendre, et sa mémoire, moins sollicitée que par le passé, l'est avec une efficacité plus grande, puisque son effort est toujours secondé par la raison.

Il est aisé de se faire une idée exacte de ce nouvel état des choses en jetant un simple coup d'œil sur la répartition hebdomadaire des diverses matières de l'enseignement.

Prenons, comme exemple, la Classe de Sixième dans le premier cycle. Voici ce que nous y trouvons :

DIVISION *A.*		DIVISION *B.*	
Français	3 h.	Français	5 h.
Latin	7 h.	Ecriture	1 h.
Langues vivantes	5 h.	Langues vivantes	5 h.
Histoire et Géographie	3 h.	Histoire et Géographie	3 h.
Calcul	2 h.	Calcul	4 h.
Sciences naturelles	2 h.	Sciences naturelles	2 h.
Dessin	2 h.	Dessin	2 h.

Si, maintenant, nous passons au second cycle, nous y trouverons la variété suivante :

CLASSE DE SECONDE.

	A. *Grec-Latin.*	*B.* *Latin-Langues viv.*	*C.* *Latin-Sciences.*	*D.* *Sciences-Langues viv.*
Français	3 h.	3 h.	3 h.	3 h.
Latin	4 h.	4 h.	4 h.	—
Grec	5 h.	—	—	—
Histoire moderne	2 h.	2 h.	2 h.	2 h.
Histoire ancienne	2 h.	2 h.	—	—
Géographie	1 h.	2 h.	1 h.	1 h.
Langues vivantes	2 h.	3+4 h.	2 h.	3+4 h.
Mathématiques	1 h.	1 h.	5 h.	5 h.
Physique et Chimie	1 h.	1 h.	3 h.	3 h.
Exercices pratiques de Sciences	—	—	2 h.	2 h.
Dessin	2 h.	2 h.	2+2 h.	2+2 h.

Vous avez remarqué, n'est-ce pas? dans les deux sections de langues vivantes, ces chiffres mystérieux 3+4. Cela représente ce qu'il y a de plus nouveau peut-être dans notre nouvel enseignement. Je veux dire, l'introduction d'une seconde langue à partir de la classe de Seconde. Les élèves qui ont, par exemple, étudié l'allemand pendant toutes leurs classes, consacreront, de plus, quatre heures par semaine à l'étude de l'anglais en Seconde et en Première : en tout, sept heures de langues vivantes.

Il est sans doute prématuré de porter un jugement sur une expérience qui n'a pas encore deux ans de date. Je dois pourtant à la vérité de dire que, contre mon attente, celle-ci paraît devoir pleinement réussir.

Une théorie fort répandue m'avait amené à croire que la souplesse des organes vocaux étant le principal élément de succès dans l'enseignement des langues vivantes, il convenait d'en commencer l'étude de très bonne heure. Et, je l'avoue, le charme particulier qui se dégage de l'éveil des jeunes intelligences, m'avait aidé à triompher jusqu'ici de certaines désillusions professionnelles.

Je pensais donc, de bonne foi, que, si l'on demandait à des élèves de quinze à seize ans, sollicités d'ailleurs par tant d'études intéressantes, de se remettre au morne régime du rudiment pour l'acquisition d'une langue nouvelle, ils opposeraient sans doute à leur professeur ce merveilleux bouclier que quelques-uns manient si bien, la force d'inertie, et que même la meilleure volonté serait probablement impuissante. Eh bien, il n'en est rien, et deux fois en deux ans l'expérience me prouve que ma théorie était fausse et mes craintes mal fondées. Vous avez entendu dire hier, ici même, que, si dans nos classes on entendait quelquefois des élèves prononcer correctement, c'était en Sixième ou en Cinquième, peut-être même en Quatrième ; mais en Rhétorique jamais. Le fait est vrai peut-être de l'ancienne rhétorique ; il ne l'est certainement pas de la nouvelle. Les élèves y ont, en dix-huit mois, rattrapé la plupart de ceux de leurs camarades qui étudient l'anglais depuis la Neuvième. Je livre ce fait brutal à vos réflexions. Tout provisoire qu'il est, il mérite d'exercer votre sagacité. Peut-être tendrait-il à prouver que la souplesse des organes n'est, après tout, ni le seul ni le plus puissant élément de succès dans l'étude d'une langue vivante, et qu'une culture littéraire plus avancée, une curiosité plus vive, l'éveil du sens critique et du goût facilitent l'acquisition rapide du vocabulaire indispensable à l'expression d'idées plus nombreuses ; et qu'enfin, le sens de plus en plus net de l'harmonie des idées dans une phrase rend l'oreille de plus en plus sensible aux sons qui les traduisent.

Mais revenons à notre programme, et reconnaissons que sa riche et féconde variété qui favorise le libre développement d'aptitudes diverses serait probablement illusoire (et tous ceux qui enseignent seront sans doute de mon avis) si elle était dépourvue de sanction. Car aux yeux des élèves l'importance des matières enseignées se mesure à l'échelle même des coefficients qui leur sont attribués dans les diverses épreuves de l'examen final. Et c'est peut-être la souple complexité de cet aboutissement qui nous fournira l'idée la plus juste et la plus complète de l'importance du nouveau plan d'études.

"Les épreuves du nouveau Baccalauréat de l'Enseignement Secondaire sont divisées en deux parties.

"Nul ne peut se présenter aux épreuves de la seconde qu'un an après avoir subi avec succès celles de la première.

"Les candidats de la première partie peuvent choisir, au moment de leur inscription, entre quatre séries d'épreuves : latin-grec ; latin-langues vivantes ; latin-sciences ; sciences-langues vivantes."

J'ajoute, comme exemple, le détail des épreuves de l'une de ces séries (latin-langues vivantes) :

"*Epreuves écrites.*—Une composition française ; une version latine ; une composition en langue étrangère.

"*Epreuves orales.*—Explication d'un texte latin ; explication d'un texte français ; deux épreuves sur deux langues vivantes dont l'une porte obligatoirement sur l'anglais ou l'allemand, l'autre sur l'allemand, l'anglais, l'espagnol ou l'italien—au choix du candidat ; interrogations sur l'histoire ancienne, sur l'histoire moderne, sur la géographie, les mathématiques et la physique.

"Les candidats à la seconde partie peuvent choisir entre les deux séries d'épreuves suivantes :—

I. PHILOSOPHIE.

"*Epreuves écrites.*—Une dissertation française sur un sujet de philosophie ; une composition de sciences physiques et naturelles.

"*Epreuves orales.*—Interrogations sur la philosophie et les auteurs philosophiques, sur l'histoire contemporaine, sur les sciences physiques et sur les sciences naturelles.

II. MATHÉMATIQUES.

"*Epreuves écrites.*—Une composition de mathématiques ; une composition de sciences physiques ; une dissertation de philosophie.

"*Epreuves orales.* — Interrogations sur les mathématiques, la physique, la chimie, les sciences naturelles, sur la philosophie et sur l'histoire contemporaine."

En somme, vous le voyez, le nouveau Baccalauréat correspond exactement à l'enseignement dont il est la sanction ; unique comme lui, il s'épanouit également en une diversité riche et souple qui permet et amorce toutes les spécialisations que nécessite le service d'un grand pays.

Nos élèves ont de tout temps attribué au bienheureux parchemin une vertu magique qu'il était loin de posséder. Aussitôt qu'ils se trouvaient en présence des réalités de la vie, ils ne tardaient pas à s'apercevoir que ce talisman, qui devait ouvrir toutes les portes, n'en ouvrait réellement que quelques-unes, au seuil desquelles l'encombrement maintenait une barrière à peu près infranchissable.

En sera-t-il autrement à l'avenir? Notre nouveau talisman aura-t-il, dans la main des heureux possesseurs, une efficacité plus grande? Il est permis de l'espérer. Nous constatons, en effet, que dans nos lycées les divers terrains de culture ouverts par le nouveau plan d'études aux jeunes activités ont été, dès le début, à peu près également occupés. Il est naturel d'en conclure que la moisson sera, sinon plus abondante, du moins plus variée, et que, si le nouveau Baccalauréat met à la disposition du pays quelques littérateurs, médecins ou avocats de moins, il lui donnera, en revanche, quelques agriculteurs, commerçants, industriels et explorateurs de plus. Qui donc pourrait songer à s'en plaindre?

Ces quelques observations nous ramènent tout naturellement à la question du début en nous fournissant le moyen d'y répondre. Pourquoi nos réformateurs ont-ils songé à tracer de nouvelles allées dans le jardin pourtant si bien dessiné de notre enseignement secondaire?—C'est que, si droite qu'elle soit, une voie unique ne conduit qu'à un seul but, et qu'il est devenu indispensable d'en atteindre plusieurs. C'est que des allées latérales, tout en dégageant l'allée centrale, permettent de répandre d'une façon plus équitable les bienfaits de la culture sur toutes les parties du jardin, et de donner à chacune d'elles des soins plus appropriés, et, partant, plus efficaces.

Mr. STORR then read a paper on

THE TEACHING OF FRENCH IN ENGLISH SECONDARY SCHOOLS.

I could not help feeling gratified at being selected as the representative of English teachers to give you some account of the progress, the present position, and the prospects of modern languages in English schools, and at the same time oppressed by the responsibility of the task allotted to me. Like Tennyson's Lady of Burleigh, I was weighed down by "the burden of an honour unto which I was not born." The village maiden owed her promotion to youth and beauty : mine I must ascribe to age and—let me say, baldness. "La barbe fait plus de la moitié d'un médecin." Boy and master I can boast half a century of experience. I am, moreover, not only an ancient professor, but *ancien professeur*, and can speak

"Sine ira aut studio, quorum causas procul habeo."

Let me warn you, however, at starting, against any false expectations. This will be a *causerie*, not a *conférence*—a *causerie*

sandwiched between *conférences* by past-masters in the art, a *hors-d'œuvre* of our symposium, to interpose a little ease, to help the digestion, as at a City dinner the band plays some operatic airs between the turtle soup and the venison pasties. I must crave indulgence for the garrulity of one who has reached the stage of anecdotage, if not of *radotage*.

My memory carries me back nearly fifty years to the school where my careless childhood strayed, the school on the hill which Charles II. called the only visible church on earth. I see, as if it were yesterday, a spacious panelled chamber known as Speech Room. In the centre is an estrade with a master's desk, and before and behind are tiers of benches, on which some forty boys are ranged. To the left is a small dark gallery like an organ loft. A class of forty, like Wordsworth's cattle, "forty feeding as one," all browsing on "Le Bourgeois Gentilhomme," which they are supposed to be preparing. There are forty at starting; but mysteriously, as if by some magic cantrip, the numbers dwindle and melt away. Silence reigns—not a whisper, not a shuffle of feet. Perfect order, perfect discipline; it might be a Prussian regiment standing at attention. But now instead of forty there are only thirty; five minutes later there are only twenty. Still silence; pupils (what is left of them) are quiet as mice, the master buried in a black-letter folio. It is the calm before the storm. There is a crash like a distant clap of thunder, and Jones is discovered mopping up with his handkerchief a pool of ink. The master looks up from his folio and asks: "What is it, Jones?"—"Please, Sir, I dropped my dictionary by accident and upset the ink." "Then go on with your work." A minute later and there's another crash, and then another; the bolts fly fast and thick—it is a general *mêlée*. Swift's Battle of the Books was but a skirmish in comparison. Books were books in my school-days—volumes bound in solid cloth with stout leather backs and corners, not the flimsy snippets, the fragmentary editions, most part notes and vocabulary, which pass for books in these degenerate days. The master, roused at last to action, shuts his folio with a bang, girds his gown about his loins, and shouts: "Come down, you boys, from the gallery! Do not think I cannot see you. Smith! Come down, I say, or I will send you up to the Head Master!" The sharpshooters descend; peace is restored, and for the remaining quarter of an hour we construe, *tant bien que mal*, the masterpiece of Molière.

One other scene fond memory brings before me. It is two years later, and I am in the Sixth (*Rhétorique*). A modest-sized classroom under the eaves, with lattice windows that did not open, and a blazing midsummer afternoon. Again there is stillness followed by a heavy thud that made all the windows rattle. By a concentrated effort of will, like table-turners, we had heaved up the solid oak bench. Again, "What is that?" cries the master, who had been nodding with the heat. "Earthquake, Sir, earthquake—*tremblement de terre!*" rings out in tones of simulated terror from a score of voices, and the master rushes out, followed helter-skelter by the class.

"Quel giorno più non vi leggemmo avanti."

But those were antediluvian days, the times of ignorance at which God winked. "Passons au déluge," you will say. I will hurry on; but I must pause for one moment "pour mettre les points sur les *i*." The master against whom I have revived these stories was not one of those half-mythical Frenchmen who figure so largely in school novels, the analogue to the clown in the pantomime, but a respectable English cleric, Fellow of his college, and a considerable historian. The fault lay not in the teacher, save that common fault which, like original sin, he shared with all his colleagues, that he had never been trained. No; the fault was in the system. Tradition was too strong for him. Modern languages were still an extra, a sop thrown to the Cerberus of utilitarianism, *une quantité négligeable*, "a rag, a quantity, a remnant."

Our English cleric was succeeded by a Frenchman, a charming gentleman of many accomplishments, whom in after years I had the honour of numbering among my friends, and whose memory still survives in many excellent editions of French classics—M. Masson. There were no earthquakes or battles of books in his reign—we respected and loved him too much—but I cannot honestly say that he taught us much more French than his predecessor. In Byron's epigram—

"The world is a bundle of hay,
And mankind are the asses who pull;
Each pulls in a different way,
And the greatest of all is John Bull"

—John Bull *fils* is like his father—only more so. So long as promotion and prizes and scholarships all go by Latin and Greek, and mathematics and modern languages are, like virtue, their own reward, they will take a back seat. "Laudatur et alget."

Two slight reminiscences of my old master I may permit myself, as they are both significant. He was for many years an examiner in French to the University of London, and I asked him once how the matriculands had acquitted themselves. "Oh, they are a set of ignorants," he replied, "and I plucked them wholesale. I asked for the feminine of *loup*, and they wrote 'loupe.' Mais c'est impayable. Ce sont des fruits secs!" The chances are that an English boy, if asked the feminine of "stag," "colt," "earl," would not get all three right; yet we still continue in French examination papers to ask the feminine of *loup* and the two plurals of *travail*, and to pluck as ignoramuses (Rhoda Broughton would say "ignorami") those who do not know the "she-wolf of France" or "frames for shoeing horses."

The other reminiscence is a story that Masson told me against himself. He was visiting his Paris publisher, and asked: "Et comment va Mme. Hachette?" To which inquiry the genial publisher answered, with a smile: "On voit bien, mon ami, que vous êtes en Angleterre depuis vingt ans; autrement vous n'auriez pas dit 'Mme. *H*achette.'" The moral of this anecdote is almost too obvious to point. None of us can aspire to be in the full sense of the word bilingual. Even the native-born Frenchman, if he denationalizes himself sufficiently to sympathize with and suit the insularity of the English schoolboy, is in danger of losing his own distinctive *cachet*, without necessarily acquiring *en revanche* the *idiotisme* of his adopted country. I once met at Teplitz a young Irish engineer who had resided there for a couple of years, being engaged in mining operations. He spoke German worse than I, which is saying a great deal, and he had so far forgotten his native tongue that he was constantly at a loss for the simplest words of every-day life.

I pass on to a decade later, when I was myself an assistant master at Marlborough College, and I fear laid myself open to the charge of doing unto others as they had done to me. I went as a classical master, and, to do myself justice, made no pretence of knowing or even knowing how to teach modern languages; but as a form master I found that I was expected as a matter of course to take the two French lessons a week. I remember a colleague of mine under similar conditions complaining to Mr. Bradley, afterwards the Dean of Westminster—in England all good head masters when they die turn into deans or bishops, and some bad ones, by reason, I take it, of their badness—he protested to the head master that he knew no French and could not teach it. "Rubbish," replied Mr. Bradley (he was a man who did not mince his words), "I'd undertake to teach them, if it was wanted, double Dutch; you can always be a lesson ahead of your form." You will naturally infer that this state of things was actually worse than at Harrow, where at least the teachers knew their subject; but this was not the case. There was, indeed, no attempt to teach the living language, no attempt at conversation or even correct pronunciation, but the lessons, such as they were—construing, formal grammar, and exercises *à l'appui* of the grammar—were enforced. There was no malingering or tomfoolery. On the Modern Side there were competent teachers, among whom I may mention Mr. Bright, the present Master of University College, Oxford, and Mr. Mullins, a first-rate German scholar and now an Alderman of the London County Council. Modern Side boys passed with credit into Sandhurst and Woolwich; though even they would have found some difficulty in ordering a dinner at a French *restaurant*, or asking their way to the station. And even on the Classical Side Mr. Bradley "dabat obolum Belisario"; following the example of his old master, Dr. Arnold, he regularly chose for his text-book in history lessons Guizot's "Civilisation en Europe" or "La Révolution d'Angleterre," and boys who had passed through the sixth form had at any rate studied two or three of the masterpieces of French literature, and would be able to construe at sight any ordinary French prose.

I will not inflict on you any more autobiography, but before I pass from the particular to the general I may indulge myself in one anecdote *à propos* of public-school teaching and teachers. Two friends of mine were visiting the battlefield of Sedan and fell in with a German tourist, who asked them to interpret to him the French inscription on a monument erected on the field. The elder friend complied, and was duly thanked. A few days later my younger friend happened to meet at *table d'hôte* the same German, who, with the curiosity and *Genauigkeit* for which that nation is distinguished, began to question who and what his obliging friend was. "He is a public-school master, what you would call a *Professor*." "But what does he profess?" "Modern languages." This was too much for our German, who, forgetting his natural good breeding, flung up his hands and exclaimed: "Gott in Himmel!" My friend tells the story against himself, or I should not have told it.

Of the modern language teaching at Merchant Taylors' School, to which the greater part of my scholastic life was devoted, it would not become me to speak. If I praised it, I should seem to be blowing my own trumpet; and, if I blamed it, as candour would rather compel me to do, I should seem to be fouling my own nest. I attempted, some three years ago—in the *Modern Language Quarterly*, the organ of our Association—to give impartially both sides, as a warning rather than an ensample—a sort of esoteric memorandum, like Mr. Balfour's second document on Tariff Reform—for the use of the initiated. I refer to it here only because it has been largely quoted in a book which made a considerable stir at the time and is still the most sweeping indictment of our whole system of modern language teaching in England: "Public Schools and Public Needs," by G. G. Coulton. My friend Mr. Coulton has taken all the darkest shadows from my picture and blended them with still blacker ones from his own experiences, and the foreigner who takes his book for gospel will, I fear, conceive of English public

schools on their intellectual side as an Inferno of which the innermost circle is reserved for modern languages. I am not disputing the truth of the picture: Mr. Coulton has chapter and verse for all his facts, and he has set down nought in malice. But, none the less, the picture is partial. There are Pisgah heights and lands of Goshen in our Philistia, especially among girls' schools, of which Mr. Coulton wots not. Moreover, in the short three years since his book appeared there have been reform and rapid progress. He is the Jeremiah of the Old Dispensation—a prophet of warning and lamentation and woe. I would fain play the John the Baptist of the New. The new method may not be the "Gospel light that dawned from Bolleyn's eyes," but it is, I firmly believe, a forerunner, sounding the knell of scholastic mediævalism and announcing the advent of liberty, equality, and fraternity—liberty for the teacher of French to employ his own methods, equality as concerns the classical and modern curriculum, fraternity regarding the status and emoluments of the classical and modern master.

It remains for me to set before you the grounds for my faith—to demonstrate that the present state of modern language teaching is a vast improvement on the past and gives promise of something still better in the near future. I took Harrow and Marlborough as my *terminus a quo*, and gave you fair samples of what modern language teaching was in the early sixties, because I hold it impossible to understand and appreciate the present without some knowledge of the past. Without a middle distance and a background all sense of perspective is lost. Or, to vary the metaphor, the man who comes to London with the proverbial half-crown in his pocket and has saved £1,000 by the time he is twenty-five is likely to be a richer man at fifty than the *rentier* who in the same time has increased a capital of £5,000 to £6,000. We English modern language teachers (I speak of my own generation) started life as beggars. I will take the teachers first; for they are the pivot of the situation. It is still the rare exception, almost an anomaly, for a modern language teacher to attain to a head mastership. If a head master happens to be a modern linguist (and there are such black swans, as the list of our past Presidents shows), it is accounted to him for righteousness, just as a knowledge of music or military drill might be; but no one is appointed on that ground, as he is for his classical knowledge. But even here a change is slowly taking place. I can point to our former Secretary, Mr. Lipscomb, as a happy exception, and in the new middle-class schools which are being established by County Councils under the Act of 1902 I have myself no doubt that modern language teachers will have their fair share of the head masterships. At the same time the old type of distinguished amateurs, whom Mr. Coulton so justly gibbets—head masters straight from the University, without any previous experience of boys, pure scholars who know nothing outside classical scholarship and whose only notion of education is to make scholars in their own image and who gauge the success of a school, like a racing stable, by the number of plates and sweepstakes it wins—this type is fast disappearing, and the modern head master, as far as my experience goes, though he still counts classics the more excellent way, does his best to hold the balance true and to give modern languages a fair field.

When we pass to assistant masters the advance of modern languages is far more marked, more rapid, and more thorough. If we except the old survivals, all who teach profess to know their subject and most of them do know it in a way. Either they are Englishmen who have taken the Modern Languages Tripos or resided abroad, or sometimes both, or they are foreigners with some sort of credentials to show, if it be nothing higher than the Baccalauréat. More and more the custom is obtaining for men who have not gained a Frist Class at the Universities to go abroad for a year or two years, and men so qualified are snatched up even by ultra-classical schools like Eton. Fortunately it does not fall within my brief to theorize, and I shall not even broach the vexed question of natives *versus* foreigners. As a chronicler I have only to record the fact that English teachers of French and German are on the increase, and that foreign teachers are proportionately decreasing.

On another vexed point of pedagogics—that of class teachers *versus* form teachers, or, in other words, of specialists for each subject—I need pronounce no judgment. And here even a generalization as to facts is risky; but, as far as my experience goes, the tendency is to classify the school in blocks for modern languages, as is universally the case for matriculation and generally for science. The weak point in this system, which will have to be remedied, is that often the lowest forms in the school are left out of this classification, all their teaching being committed to the form master, on the mistaken principle that any one knows French enough to teach beginners. Thus in schools I have recently inspected I found that the lowest forms were learning by heart *du, de la, des; mon, ma, mes*, &c., and writing exercises on grandmothers and cabbages, while oral instruction by the direct method, under specialists, began only in the third form from the bottom. A compromise is also not uncommon for which there would be much to be said were it properly worked, which it rarely is. The lessons are divided between the form master, who takes the construing and formal grammar, and the foreign master, who devotes himself to pronunciation and conversation. The weak point of this division of labour is that the two parts are rarely dovetailed; there is no proper co-ordination, and I have sometimes discovered that one of the pair of teachers did not even know what was the scheme of work or what were the books his partner was using.

I may contrast with this *concordia discors* an admirable plan which my friend Mr. Eve adopted when he was Head Master of University College School. I will give it in his own words. "A Frenchman or German gives a lecture to the class in the presence of the teacher, who is always on the alert to check him if he goes too fast, and to write up unfamiliar names, &c., on the blackboard. Both teacher and class take notes. Next day they go over their notes together, comparing their impressions, correcting misunderstandings, and filling up missing details. Then the class have to reproduce the lecture on paper. The only drawback," Mr. Eve adds, "is that it takes some hours to correct their performances." There is, it seems to me, another greater drawback. Few schools can or will afford to pay for a pair of masters working in double harness—a competent lecturer and a competent *répétiteur*. Harrow masters would declare that the enforcement of such a scheme would reduce them to beggary, and Eton masters would say it could only be done by charging an additional £100 a year on tuition fees.

One other movement I must notice which has done something to raise the efficiency of modern language masters, and will do more in the future—the holiday courses instituted by the Teachers' Guild. We English owe a debt of gratitude to the educational authorities at Honfleur, Tours, and other French towns, who have put their buildings at our disposal during the summer vacation, and to the French professors who have so zealously collaborated. On our side several of the more progressive County Councils have offered bursaries to teachers in their schools which cover the expenses of the course, and it is astonishing how much progress may be made in a month *avec la bonne volonté* by an adult student who brings with him some literary knowledge of the tongue. It is the *souffle* of the prophet; the dry bones live. Mr. Longsdon, who has done so much to organize these holiday courses, tells us that in a county school which he inspected not a word of French was spoken either by masters or pupils. The master, as far as French was concerned, was a *sourd-muet*, and communicated by means of the blackboard. The class helped themselves out by spelling. Thus the master would ask: "The present of [writing it on the board] *être?*" and the class would repeat their litany: "*J-e s-u-i-s, t-u e-s.*'

My friend Prof. Murray, of Greek celebrity, has told me that he was instructed in the rudiments of French by an ex-convict. They came across the word *tôt*, and Murray asked how it was to be pronounced. "I'm not quite certain myself," was the *naïf* reply; "I'll look it up. Provisionally you may call it *tott*." Even a month at Tours would render such teaching impossible.

I pass on from teachers to time-tables, and here I can record demonstrable progress, capable of being shown in statistical form. There are indeed no published programmes or syllabuses of school work in England, and our Bureau of Information is only a decade old; but some twenty years ago I collected and tabulated the time-tables of all the leading public schools, and I have lately ascertained from most of these the hours now devoted to French and German. A comparison shows that there has been an average increase of more than 50 per cent. Roughly speaking, we may say that at present on classical sides three hours a week are given in school to French, and the same number to German; but the latter language is generally *facultative*, an alternative to science, or it may be Latin verse. On modern sides an average of five hours a week in school is given to either language. So far there is no serious ground for complaint, though modern language teachers may still not be quite content, and would like to see the three hours a week on the classical side raised to four, and better provision made for preparation out of school. But in the lower school, which is, in theory, a neutral zone bifurcating into classical and modern, the time-table is still far from satisfactory. We claim that pupils beginning a new foreign language should have a lesson a day, or six lessons a week—not of an hour: three-quarters or forty minutes will amply suffice us. But so far is this claim from being allowed that I find on the average ten hours assigned to Latin against three hours to French. In my time at Merchant Taylors' School, in the first form one hour a week was given to French and twelve hours to Latin, which, as Euclid says, is absurd; but now the axiom laid down by the American Committee of Fifteen is generally recognized—that no subject should be introduced into the school curriculum which is not taken seriously, which does not count as an integral factor of the pupil's education. This is now, in theory at least, conceded; but what seems to me the necessary corollary has still to be applied. We in England have still to learn that it is a violation of pedagogical principles for a child of ten to be learning two foreign languages at once. If, as is generally admitted, the best foreign language for English children to begin with is French, it follows that the study of Latin should be postponed till the age of thirteen or fourteen. I know that I am treading on delicate ground, and head masters, were they present, would ban me for touching the Ark of the Covenant. I have not the time, nor is this a fit occasion, to argue the point. I will for the nonce accept the premisses of the head masters that Latin is one of the two sacraments ordained of God and generally necessary to

salvation. Then, I would say to them, as a representative of modern language teachers, as the lesser of two evils we would chose that you should defer the study of French till the age of thirteen or fourteen. Then send us boys who know something of their mother tongue and of grammatical analysis common to all languages; give us, then, for French and German the same number of hours that you assign to Latin and Greek, and we will guarantee that at seventeen our pupils will know as much French and German as they know Latin and Greek.

Books and Apparatus.—The Direct Method has in the last five years—if you will pardon the colloquialism—caught on and spread like wildfire. Wherever I have gone as an inspector in England, Scotland, and Wales I have found Hölzel's wall-pictures in use; in the South Prof. Rippmann's excellent edition of Alge; and in the North Messrs. Mackay and Curtis's volume on similar but independent lines. I think that no one who has, like myself, had direct experience of the working of the old and new systems can hesitate for a moment in deciding between them. With a jury of French professors to decide, I would back a one-year-old under the new training against a three-year-old from the old classical stables. There is an excellent test in the Certificate Examination of the Scotch Board—the best, perhaps, that could be devised in default of *viva voce*. A short story or historical narrative is read out twice in English, and pupils are required to give the substance of it in French. I have looked over myself, or supervised, thousands of such compositions, and can testify that at least half of the Scotch lads and lassies sent in, ranging in age from twelve to sixteen, are able to reproduce the story in such a way that the main point of it would be intelligible to a Frenchman. This is more than most sixth-form boys could have accomplished under the *ancien régime*. Phonetics are still in the rudimentary stage, and it is the exception to find in schools the use of phonetic script or any systematic attempt to teach foreign sounds on physiological principles or by help of *Lauttafeln*. Repetition of simple poetry in chorus, and, better still, songs, are coming into vogue. I am bound to show the reverse of the shield, the seamy side of the canvas.

1. English masters and mistresses are still too much slaves to the book. I have again and again had to complain that they stuck to the text of Alge as though he were an inspired writer, asked only questions out of the book in the words of the book, and thought I was taking an unwarrantable liberty if I varied them or asked: "Comment vous appelez-vous? Qu'avez-vous eu pour déjeuner ce matin?" Such uninspired adoption of the New Method has seemed to me as tedious and not much more profitable than the old *orgue de Barbarie* of Ollendorf and Noël et Chapsal. It is only a change of spoken *ennui* for written *ennui*.

2. We have not yet laid the spectre of examinations. It still haunts the schoolroom and paralyzes the teacher. In our primary schools we have at length got rid of "payment by result," but there are still a large proportion of secondary schools whose success depends, or is thought to depend, on the numbers they pass for some external examination—the Oxford and Cambridge Locals or the College of Preceptors. These examinations consist wholly of written work, and even when they include dictation and free composition they afford a most imperfect and unsatisfactory test of oral methods. The consequence is that in many schools, as I found by inspection, though a good foundation had been laid in the lower forms and boys had been taught both to pronounce and to talk, in the upper forms the direct method was abandoned, and all the French hours were absorbed in getting up the set book, learning irregular verbs, and doing catchy sentences on idioms and syntax. "Needs must when the Devil drives." The Devil in this case is the University examiner.

3. The last plaint I have to bring to your notice may seem to contradict the text and to be opposed to the whole tenour of my paper. I tremble in my shoes. I see the wicked eye of our Secretary upon me, ready to denounce me as a wolf in sheep's clothing, a Balaam sent to bless who ends by cursing, the New Method. Well, "amicus *Edwards*, magis amica veritas," I testify that I have seen and must speak as a witness on oath. The New Method "a les défauts de ses qualités." It gives, in Bacon's phrase, an entrance to the tongue, but it is apt (such is my experience) to leave the proselyte at the gate, and trust that he may at some future date enter in, because the door is open to him. To drop metaphor, I see a distinct danger that in our zeal for correct pronunciation, for knowledge of *Realien*, for ability to converse with our enemy (or rather our friend) at the gate, we should neglect what, in my judgment, are the weightier matters of the law—the ability to appreciate French thought, French sentiment, French *netteté*—in a word, French culture and literature.

In the old unregenerate days when I was a teacher I used (or flattered myself I used) to make my pupils master a play of Molière's or Racine's, La Fontaine's Fables, or a *causerie* of Ste.-Beuve's, with the same thoroughness as their fellows on the Classical Side mastered a play of Sophocles, or a book of Tacitus's "Annals," and I used to maintain that the literary culture thereby imparted was not inferior in quality, and superior in quantity, to that given on the Classical Side. "To translate into good English a page of Michelet, Taine, or Renan (to say nothing of Rabelais, Montaigne, St. Simon) is no less difficult than to translate a chapter of Thucydides or Livy, and taxes in as high degree the powers of reason and imagination, demanding equal literary skill. And, if France and Germany cannot rival "the beauty that was Greece and the glory that was Rome," if modern literature lacks the statue-like repose of the antique world, yet in compensation it comes nearer home to men's business and bosoms. "We are the ancients of the earth," and, if we must elect between Aristotle and Goethe, between Plautus and Molière, between Horace and Victor Hugo, we shall assuredly, as educationists, choose the moderns."—So I wrote some ten years ago, and I am of the same opinion still; but I find in schools the masterpieces of French and German literature less and less studied. The modern novel and novelette have ousted the great French masterpieces. Molière and Racine are *vieux jeu;* Michelet and Thierry, Courier and Ste. Beuve have been ousted by About, Mérimée, *et tous ces garçons-là*. There are six rival English school editions of "Le Roi des Montagnes," to my knowledge, and those of "Colomba" must be more numerous.

No one here, I take it—myself least of all—would desire a return to the old *régime* when French was taught as a dead language and pupils who did not know their right hand from their left in French were set down to construe a highly artificial play like "Athalie" as if it had been a cuneiform inscription. We must begin with objects of sense; we must begin with the spoken tongue. So far we are all agreed, but it may be that the pendulum has swung too far—that in our zeal to lay a sound foundation we have forgotten or neglected the superstructure. We are not prepared to acknowledge, all of us, that both as an educational discipline and as a practical utility the power to read a language is of more importance than the power to talk it—that, while few of us may have the occasion or opportunity to converse with living Frenchmen, we may all of us and at all times hold converse with the immortals.

They do these things better in France. I do not think it would be possible to find the highest class in a French *lycée* reading "Paradise Lost" and unable to tell me what metre it was written in, in what century the poet lived, or to name any other of his works; yet this was my recent experience, *mutatis mutandis*, with regard to a play of Racine in an English school which was excellently taught according to the New Method. And the fault is not wholly in the individual teachers. A learned professor, examiner to seven Universities and countless other bodies, in a public report that I read the other day, lays down *sans phrase* that "Conversation is the most important aim, the crown of modern language teaching." Now it may very well be that, in his youthful zeal as a reformer, feeling himself a prophet new inspired, my professor let his pen run away with him and said more than he really meant. I would not bind him down to the letter. Doubtless he meant to say that conversation is the most important aim of *school* teaching; but, even with this qualification, the dictum seems to me a rhetorical flourish, one that would never have found a place in those Ministerial Instructions that M. Hovelaque quoted to us yesterday. I would venture a further emendation and read "Conversation is the most important *method* of modern language teaching," and then we shall all be ready to countersign it. It is not the "crown." Emphatically no. In a phrase that is liable to misinterpretation, Sir H. Jerningham said of our Association "Nous livrons une petite guerre aux langues mortes." What he meant to express was that we attempt to teach languages in a more natural, a more rational, and psychologically sounder method, and—"fas est et ab hoste doceri"—the classicists are slowly adopting our methods. For, in spite of deadening gerund-grinding and effete pedantries, there was virtue in classical teaching, the saving salt of two great literatures. The classical scholar felt the thrill, the glow of pure patriotism when he spouted:

Εἷς οἰωνὸς ἄριστος ἀμύνεσθαι περὶ πάτρης,

or

"Dulce et decorum est pro patria mori,"

though no Greek or Roman would have had a notion what he was talking about. We modernists claim the same virtue for modern literature, and, if we insist that the entrance to it must be by the spoken word, and that the student's appreciation will be vastly enhanced by a living knowledge of the tongue and a power to read the lines as the poet would have read them, we claim also to be the Joshuas as well as the Moses of the Promised Land. Let us not proclaim as our end and aim, as the consummation of our work, what is, after all, an instrument, a useful accomplishment, an *agrément—la première page*, as M. Baret has just called it. The emptiest-pated fribble it was ever my lot to know could converse with equal ease in three foreign languages. Conversation is not *per se* educational. I do not say that it may not be made such.

I have purposely omitted one topic that properly comes within my brief. Our Association has never forgotten that English is a modern language, and has in its *Quarterly* given to English its just share. But of the teaching of the mother tongue in English schools I must decline to speak lest I should incur the curse pronounced on the sons of Noah. Here the English modern language master is heavily handicapped when compared with his French *confrère*. It is doubly hard to teach free composition in French when our pupils have never been taught how to tell a simple story in English or to compose half a dozen short sentences which hang together logically. Let us hope that

English teachers and intending teachers, who come to your shores in increasing numbers to learn their craft, will not forget to study the admirable way in which you teach the mother tongue.

But I am beginning to preach and to prose, and forgetting my professions at starting. I must end; but let me end on the keynote—in the anecdotal key—and tell a story against myself. I was lately inspecting a Welsh school, and I gave the head class a short piece of French dictation which was not a success; most, I remember, transcribed "mes fils et mes filles" "mes fisse et mefies." The mistress apologized to me for the badness of the performance, but she added: "The fact was that they really could not understand you." I said that I had read quite slowly and, as I thought, loudly enough. "Oh, it was not that!" "Then you mean that I did not pronounce properly?" "Not exactly that," said the mistress; "but, you see, my class are accustomed to the pure pronunciation of Tours."

The afternoon of Friday was devoted to literature. M. GEORGES PELLISSIER, perhaps the sanest and most philosophical of living French critics, took for his subject "Contemporary French Prose Writers." His lecture was written, but rather spoken than read, and for an hour he kept his audience spellbound. His perfect articulation and slow delivery enabled even those who were little conversant with the subject to follow every word. We can only give the barest outline and hope the full text may appear in print.

Modern prose writers are generally classed under two schools: the Naturalists and the Symbolists. At the head of the former school stands Flaubert, with the two de Goncourts, A. Daudet, and Zola as his followers and disciples; but the latter should rather be separately classified as Impressionists. The symbolists represent a reaction against naturalism and impressionism, though they have many traits in common. No single writer can be named, like Flaubert, as the head of this school. The end of Flaubert's art was "montrer les choses telles qu'elles sont." Only he brought to his task a clearer and intenser vision than the mass. His supreme endeavour was to look at common objects long enough to see an aspect hitherto unperceived. "Madame Bovary" is full of such pre-Raphaelite word-paintings. We find them, too, in "L'Education Sentimentale" of his disciple Frédérique Moreau. "Concevons l'art comme représentative de nature" was his watchword. As to his diction, what he aimed at was the just usage of exisfing language, "le terme qui colle sur l'idée." He employs terms drawn from all trades and professions. He introduces also exotic words, but not for their own sake—only when he could find no exact equivalent in French for the idea. Zola is no innovator; but others, like the Brothers Roni, have "renchéri sur leur maître"—they love "les mots crus," and revel in scientific terms. The most naturalist of the novelists is Guy de Maupassant; more so than Zola, having no imagination; more so than Flaubert, having no artistic scruples. The art of the impressionists is wholly subjective: they try to reproduce not Nature, but themselves. They are eminently innovators. The first in date is Michelet, but his influence was not far-reaching. The de Goncourts were the real initiators of the new school. Their two distinctive notes are *nervosité* and *modernité*. All their work is marked by a morbid hyperæsthesia: they are "des vibrants d'une manière supérieure." They try to seize on the wing the passing aspect of things. Their innovations in style consist of the coinage of a number of new terms more or less happy. Thus *mélancolieux* gives a different shade of meaning from *mélancolique*, and *brouillardeux* from *brumeux*. They use adjectives for substantives—"le *mousseux* des toits" for "la mousse." In syntax they use the more vivid imperfect for the past definite, and they freely suppress connecting particles. Daudet employs the same procedure, but with much more moderation. The symbolist school has shown its chief activity in poetry. As Voltaire is a direct descendant of Corneille, so is Victor Hugo of Ronsard. Symbolism was a reaction against "Le Parnasse." According to the symbolists "le poème au lieu de notre évoque et suggère." Their style is marked by freer syntax and a neglect of strictly logical grammar. In vocabulary they affect onomatopœic words. Their verse abounds in alliteration and assonances. Clear outline, direct characterization are their abhorrence: they would express rapid impressions in rapid language—"pas la couleur, rien que la nuance," as Verlaine tells us. They are not content with *lueur*, which expresses the simple effect of flame; nor with *luisant*, which expresses its reflection: but must invent *luseur* to give the effect on a metallic surface. They are not satisfied with "dying echoes," but must write "Le son du cor *s'afflige* au fonds des bois." Few of these innovations have come to stay: they lack, in Rivarol's phrase, the probity of true genius.

Prof. W. H. HUDSON followed with a lecture on "Modern English Poetry." He spoke without a note, and greatly impressed his French auditors by his fluency, attaining towards the end almost to eloquence. Rudyard Kipling and William Watson were chosen as the two representatives of literary radicalism and conservatism respectively. Full justice was done to Kipling's originality and daring and to Watson's critical insight; but the lecturer held that Kipling had apparently reached the end of his tether, while Watson lived in the world of letters apart from modern life and thought. Strangely enough, while Kipling's imperialism was fully expounded, there was not even a passing allusion to Watson's radicalism.

SATURDAY.

On Saturday morning there were visits to Paris schools—the Carnot Lycée and the Chaptal Collège for the men, and the Molière and Fénelon Lycées for the women. In the afternoon we were entertained by the *proviseur* at the Lycée Lakanal. We have already given our readers some account of this splendid building erected by the Government in what was the Royal Park of Sceaux at a cost of half a million sterling. It is an object lesson that we commend to Mr. Felix Clay and our English school architects; while, for the enlightenment of English governing bodies and parents, we may state that the terms (all included) vary, according to age, from £60 to £72 a year. Dietary, dormitories, baths, playing fields leave nothing to desire, and the distinctive excellences of English public schools, games, and self-government are being gradually introduced. M. Bazin, the able *proviseur*, is anxious to receive more English boarders. At first he offered as an inducement to take English pupils every Sunday to a theatre at Paris; but further experience of English ways has led him to substitute a weekly visit from the chaplain to the Embassy. The games played, besides the national *barres*, are lacrosse, lawn tennis, and Rugby football. Paper chases were tried; but these were denounced in the press as a scandal, and an interpellation was threatened in the Chamber. Providentially (so we were informed by the Rector), just before the adverse motion was to have been moved, a pupil at the neighbouring Dominican College of Auteuil hanged himself, and the greater scandal caused the lesser to be forgotten. On Saturday there was a *soirée* given by the Guild. The French students performed the Trial Scene from the "Merchant of Venice," and the English students a scene from the "Femmes Savantes," and, as a *finale*, two French lady students gave a drawing-room play of Coppée. The English pronunciation of the French players excited universal admiration, and the French of the English ladies was highly creditable; but it was hardly fair to our compatriots to present by way of contrast the perfect intonation of two consummate *artistes*.

SUNDAY.

On Sunday there was a reception at the British Embassy, and Sir E. Monson showed himself an equally genial host to his English and French guests, who numbered nearly four hundred. The weather favoured us, and we were able to wander through the long stretch of gardens in the heart of Paris before the deluge of rain which caught us on our way home.

MONDAY.

On Monday M. PAUL PASSY, whose name is familiar to every modern language teacher in connexion with the universally accepted phonetic script, lectured on

QUELQUES APPLICATIONS DE LA PHONÉTIQUE.

Of the direct uses of phonetics to teachers he would say nothing, leaving this part of the subject to Dr. Edwards. He proposed to treat of phonetics as an auxiliary rather than as an independent science, of its utility for stenographists, for deaf-mutes, and for mentally defective children. The older school of philologists—Bopp, Grimm, and Schleicher—contented themselves with cataloguing and classifying facts. They sought to trace back the oldest form of the Indo-European tongue, the original of most modern European languages. Explanation was a later stage—a problem that phonetics must solve. At first the science had concerned itself with successions in space—co-existing dialects, *patois*, &c.—historical phonetics, succession in time, was a later development. To take a single example: how are we to account for the familiar series of sound changes seen in *pater*, *fadar*, *athir*? First, how did the Indo-European *p* change to the Teutonic *f*? The *p* must have been followed by an aspirate, the sound heard in the Dutch *phunt*, like the blowing out of a candle. Hence the German *Pfund* and the subsequent dropping of the *p* by the law of laziness. But the disappearance of the *p* in Celtic has been hitherto an unsolved problem. Following up the hint of a colleague, M. Passy believed he had hit on the true solution. The North American Indians, the Iroquois and Cherukees, have no *p* in their language, and also no *b*, *m*, *f*. Lip sounds are wholly lacking, and these European sounds are to them as strange and barbarous as to us the Hottentot click. In South America we find among the Botocados, to a less extent, the same defect, and these savages, as reported by Mr. Clay, the missionary, wear as an

ornament a piece of wood inserted in the upper lip. This allowed a partial pronunciation of the lip consonants; but the ancient Mexicans, who wore the ornament in the lower lip, have no labials at all.

To show the use of phonetics in treating cases of natural infirmities of speech, M. Passy related how he had cured an American gentleman who had come to him unable to pronounce an initial *g*, saying "and" for "gand." First, he convinced himself that it was no physiological defect, for he was able to say "thing," and therefore to raise his tongue to his palate. He was bidden to pronounce in succession *me, be, ne, de*, to be made conscious of raising the tongue to the palate; then *ng*, and so the *g* was finally attained. In treating deaf-mutes teachers have always "fait quelque phonétique, mais sans la comprendre bien." Imitation is only possible in respect of the visible organs of speech, except to a slight extent by touching the larynx, and to the deaf-mute *pa, ba, ma*, are the same thing. Recently M. Forchhammer, a Dane, had invented a series of hand movements accompanying and completing those of the mouth. So successful was the system that his pupils at the Nyborg Dorstummeskole were able to produce new sounds like the French nasal vowels, and had rendered perfectly a French sentence that he (M. Passy) wrote down and handed to the master.

In the teaching of languages the use of phonetics was not limited to pronunciation: it emancipated us from traditional orthography, and made us understand the genius of a language. Thus it made a pupil see why in French the article varies—*le mot, les mots*—while in English it is invariable; why in Italian (as in Spanish and Portuguese) we have *vengo, vieni, viene*, while in French (*je viens*, &c.) we must add the personal pronouns. It could even explain some syntactical differences—why in French we can say: "un ou plusieurs mots," but not in English "one or several words."

Dr. E. R. EDWARDS, the Secretary of the Association, then read a paper on

THE APPLICATION OF PHONETICS: SOME NOTES ON MODERN LANGUAGE TEACHING IN SECONDARY SCHOOLS.

He began with a graceful apology, as an old pupil of M. Passy, a disciple who could only follow *longo intervallo* his master. His notes were the outcome of personal observation made during a recent inspection of two hundred and fifty classes containing over six thousand pupils. Of the necessity of phonetics in the teachnig of modern languages, especially in the elementary stages, there was now almost a consensus of opinion. What we wanted was more material collected by faithful observers. Imitation by itself had been proved inadequate; some of the worst performances that he had heard were in classes taught entirely by foreigners. Some fundamental points must be laid down at starting. (1) A group of people in constant communication will have acquired certain phonetic characteristics, forming the basis of pronunciation. Hence we get what is called "standard French," the speech of Paris and the North of France; and "standard English," that of London and the South of England. (2) Speaking men make use of twenty-five musical sounds and besides some fifty hisses, pops, clicks, &c. Of these a given community uses on the average only half. (3) When those who use one half try to use the sounds of the other half, one of two alternatives happens: either they will use some approximate sound in their speech without detecting any difference, or they will recognize it as a new sound and make the nearest approximation to it that their vocal organs permit. Thus Japanese has borrowed some forty words from the English. When the vowel sounds are the same, as in "ink," "book," the words have passed without alteration, but "tunnel," "shirt," "button," have been altered to *tonnel, shats, botton*, Exactly the same takes place with French words in English and *j'ai vu* passes into *j'ai vou*—the pupil may have heard the new sound a thousand times without reproducing it. The same is the case with the Welsh *ll*, which Englishmen turn into *thl*, and with the French nasal vowels, as seen in the borrowed word *blancmange*. So, too, from neglect of alternate stressed and unstressed syllables, the pupil makes no difference between *je lui en donne* and *Louis Quatorze*. (4) The teacher's starting point is often not the same as the pupil's. If the latter is a cockney, he has a vowel scale of his own. Consequently he is unable to pronounce the German *Haus; tableau* becomes *tabbleau* or *tarbleau; bonne* becomes "bun," or rimes with "gone." In English a final stressed vowel always becomes long, and all long vowels tend to become diphthongs. Hence the tendency of the English boy is to pronounce French words with the tongue relaxed instead of stretched and high up as in French. (5) The mistakes from ignoring sounds strange to the mother tongue are innumerable. As the Frenchman cannot pronounce *thimble*, so the unphonetic Englishman makes no difference between *au-dessus* and *au-dessous;* between *dans* and *dont*. He cannot pronounce the *l* in *table*, or the front palatal nasal in *Boulogne*. (6) The desire to avoid difficult combinations will account for the dropping of the initial letter in *Knabe* and *Pfennig*. Of the mispronunciation of *von, Wasser, zehn*, the explanation is psychological. It is only of recent years that in English schools attention has been directed to this side of language work, and the lecturer had quite lately attended French lessons when 95 per cent. of the words spoken were English.

M. HOVELAQUE, who occupied the chair, after thanking the two lecturers for their brilliant and instructive addresses, asked leave to supplement what he had said on Thursday. Under stress of time he had hardly touched on the teaching of English literature, and was afraid he might have left a false impression. Quoting from the Ministerial Instructions of 1901, he showed that a knowledge of English authors was an integral part of the modern language teaching, and he thought it would be impossible for a boy to have passed through a *lycée* or *collège* without some acquaintance with Shakespeare and Milton. What recent regulations had attempted was to abolish manuals of literature and make pupils read in whole or in selections the authors themselves. As M. Hovelaque read out the programme of the different classes was that on the side of literature it erred not by excess, but by defect, that the French *lycée* need not be burdened with the works of Ouida or even of Rudyard Kipling.

At the afternoon session M. DISPAN DE FLORAN gave a most interesting account of the constitution and management of the Lycée Lakanal. Mr. CLOUDESLEY BRERETON, who was prevented from attending, sent a paper on "Local Education Authorities in England," which, unfortunately, did not reach the Secretary in time to be read.

On Monday there was a dinner. Is it possible to conceive an English meeting without a dinner? Some sixty (including guests) attended, but there was nothing worth recording except a felicitous impromptu speech by Dr. HEATH, who proposed the health of the President of the French Republic.

TUESDAY.

On Tuesday M. SEIGNOBOS, Professor at the Sorbonne, gave a *conférence* on "Comment un étudiant étranger peut-il le mieux étudier la France contemporaine?" We despair of giving a *résumé* of the lecture—it was so cram-full of facts, ethnological, economical, political, and social. Like Rasselas, we exclaimed to ourselves at the end: "Truly thou persuadest me that no man, let alone an Englishman, can know France." If any one can be said to know contemporary France, it is M. Seignobos. Will he not be induced to give us the *filum labyrinthi*, his lecture expanded with a bibliography and maps?

In conclusion, Mr. EVE proposed a vote of thanks to Miss Williams and the International Guild; to the authorities of the Sorbonne for the use of their buildings; to the Minister of Public Instruction, who had graciously presided at the first *séance;* to the professors of the Sorbonne who had provided the *pièces de résistance* of the entertainment; and to M. Liard, the President of the day.

M. LIARD, in a brief speech, full of humour and geniality, acknowledged the vote. He regretted that he could not return the compliment or speak English as Mr. Eve spoke French. Though born in the native town of William the Conqueror, his education had been neglected, and he recalled the painful necessity when he took part in the Educational Conference held at the Health Exhibition of employing Lord Reay as an interpreter. Nothing but good could come of this interchange of ideas, and he hoped it would lead to an interchange of teachers. The Sorbonne had already voted ten bursaries to enable students to attend the summer course instituted by the University of London, and he hoped that the French Universities would do likewise.

We have reported as faithfully and as fully as our space allowed the proceedings of the Congress; but we have still to mention what to many of the visitors constituted the most enjoyable and instructive part of the meeting—the social gatherings and visits arranged by our hospitable entertainers. To begin with, there was a "five o'clock" at the International Guild, where our hostess, Miss Williams, was indefatigable in introducing French and English who desired to know one another. The Minister of Public Instruction was, unfortunately, prevented by official business from holding his promised reception; but his guests were partly consoled for their disappointment by receiving tickets for the Théâtre Française or the Opéra, and hearing "Roméo et Juliette" or Mlle. Bartel in "Le Dédale."

We hope that next year the Modern Language Association will see its way to return the hospitality of the French Professors, and induce them to visit us in London. We have learnt much from them and can hardly hold out to them the inducement that they will learn much from us; yet a visit to Eton or Harrow would be, in its way, as attractive as a visit to the Lycée Lakanal, and we might hope at a London conference to see some vexed questions threshed out in debate which were mooted or suggested at Paris. In one point, too, we could promise to improve on the Paris meeting—the women teachers of London would not be content to be mute personages in the play.

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TEACHERS' GUILD NOTES.

[*By a resolution of the Council, of June* 19, 1884, "The Journal of Education" *was adopted as the medium of communication among members of the Teachers' Guild; but* "The Journal" *is in no other sense the organ of the Guild, nor is the Guild in any way responsible for the opinions expressed therein.*]

WHILE the Council of the Guild are awaiting the completion of the returns from the Central Guild and Branches on the question of the desirability of the retention of Columns A and B on the Register of Teachers, they are not merely sitting still. They feel the special importance of learning at first hand the views of the primary-school teachers on the subject, and, therefore, were glad to have the opportunity of an informal discussion between six representatives of the Guild and the same number of the National Union of Teachers on April 30. The Guild representatives had no authority to commit the Guild in any way—indeed, they could not have any, pending our own internal inquiry. The chief difficulty in the way of the removal of the two columns lies in the minimum attainments qualification, in so far as the *permanent* Register is concerned (Column B, *during the remainder of the years of grace*, will be very indulgent as to this). As the "degree or its equivalent" minimum cannot as yet, in 1906, be demanded of all primary-school teachers, are we to lower the minimum for secondary-school teachers for the sake of the single list? This introduces the other question: Is not training or some kind of *professional* preparation the real basis of a Teachers' Register? Are we to regard the teachers of more advanced subjects as being, *qua* teachers, on a different footing from their professional brothers and sisters who prepare the young for such subjects by laying foundations? The *raison d'être* of the Guild, which differentiates it from the other associations of teachers, is its catholicity. It is pledged by its constitution, as a registered Association, to endeavour "to obtain for the whole body of teachers the status and authority of a learned profession." The interpretation of these words in relation to the present question rests with the wisdom of the members of the Guild and of the Council as their mouthpiece. There may be reasons for maintaining the two columns as a temporary expedient, or even as a permanent feature of the Register. If so, those reasons must be clearly put forward and stoutly defended; for the army of those who would remove the distinction is numerous, compact, and powerful.

WE have described the meeting to which our former "note" referred as an informal discussion rather than a round-table conference, because the parties to it were two only. Such a conference, however, has been arranged for an early date in this month between the National Union, the Assistant Masters' Association, and the Guild, to exchange views and to pass resolutions respecting the conditions under which children from elementary schools should enter, by means of scholarships, schools of a higher character. The Union and the Association have already met and passed certain resolutions, and, if the Guild can give in its adhesion to them, other associations can be approached with a view to securing a general expression of opinion from the profession. Should the views of the three bodies on this subject prove to be identical, it will be of good augury for the chance of unanimity among teachers, as the points of view and membership of Union, Guild, and Association are very diverse. The discussions on this subject, under four heads, at the Joint Conference in the City of London School, on January 11 in this year, showed that, on the whole, thoughtful teachers do not differ much about the problems of "the ladder."

THE Annual General Meeting of the Teachers' Guild will be held this year in the evening of Wednesday, June 1, at the High School for Girls, Norland Square, London, by kind invitation of the Head Mistress. The place and the hour and the fact that there will be the materials for a social gathering should bring together a good meeting for the business of the evening. It is hoped that his engagements, whether in the New World or in the Old, will not prevent our Chairman of Council from attending and speaking to us on some point or points which he may wish to emphasize.

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OCCASIONAL NOTES.

THE publication of the Education Code for 1904 marks an epoch no less important than the dates 1870 and 1902. In the past the tradition of the Education Department has largely been that its function is to see that the taxpayer gets full value for the money expended on the schools. The inspectors could not avoid the position of assessors of grants. This reacted unfavourably on the teacher and the child. Mr. Morant has boldly thrown tradition to the winds, and has published an introduction to the new Code in which, for the first time, the doctrine is clearly taught that the schools exist for the sake of the children. "The purpose of the elementary school is to form and strengthen the character, and to develop the intelligence of the children entrusted to it." This strikes the keynote. The rest is in harmony. When teachers and Inspectors have grasped the new profession of faith the public elementary school will be vastly different from what it is to-day. The whole of the Code has been rewritten and rearranged. It is now intelligible to the man in the street. Mr. Morant's latest piece of work is, in fact, momentous. If only the dust of sectarian squabbles were laid, and men could give themselves whole-heartedly to the task of carrying out the Code!

The Code and the Child.

SIR WILLIAM ANSON'S Bill proposes an entirely unexpected policy, which is so simple and logical that it may be doubted whether it can possibly be acceptable. Instead of proceeding against defaulting Authorities with the clumsy weapon of *mandamus*, Sir William proposes that, when the Board of Education is satisfied that any Local Authority is not carrying out the provisions of the Act of 1902 in reference to any school, the Board may authorize the managers to incur expenses, which the Board will pay and deduct the amount from the sum due to the Local Authority declared to be defaulting. The remedy seems simple indeed; but Mr. Lloyd-George is not to be caught napping. Before the Board's proposal can be carried out the Authority must be shown to have neglected its statutory duty. It appears difficult, if not impossible, to prove this dereliction of duty when a Council acts in accordance with the Cardiff scheme evolved by Mr. Lloyd-George under "the best legal advice in the kingdom." Keeping within the four corners of the Act, the Welsh counties can continue to harry the voluntary schools, "using the unlucky children as pawns in a great sectarian and party game."

Defaulting Authorities.

THE Bishop of St. Asaph's friends have been somewhat taken by surprise at his lordship's proposals for ending the sectarian war in Wales; and they were cautiously non-committal in their remarks. As we say about Sir William Anson's Act, so we say about the Bishop's—it is too simple and too logical to be accepted. The proposals are not new. If the Bill is passed, and its provisions (which are permissive) acted upon, the result would be that in all schools religious teaching not distinctive of any particular denomination would be given at the cost of the Education Authority; and that, equally in all schools, religious teaching distinctive of a particular denomination might be given in school hours, but not at the public cost, to the children of any parents who desired it. This is quite simple on paper, and appears quite equitable; but experience of similar proposals seems to show that practical difficulties are insurmountable. It ought not to be so; but, if the religious bodies do not soon hit upon a compromise, we shall be forced into that most fatal and deadly thing known as non-religious education. For a religious nation the position is indeed curious.

The St. Asaph Bill.

"THE religion taught to the average boy at the average school is a practically negligible factor in his ordinary life."—Such is the sweeping indictment of our public schools (for such alone are intended) brought by Mr. H. V. Weisse in last month's *Contemporary Review*. The challenge to meet the charge otherwise than by "a general contravention of my assertions" is a safe one. Thus, the present writer could truly affirm that he, like Mr. Weisse, has been "intimately connected with four great public schools," and that, to judge by his own experience, the view *is* "pessimistic and distorted"; but who is to decide which view is the truer? It is idle to argue whether public schools are religious or irreligious. We would ask Mr. Weisse whether, in his opinion, they are less religious than they were fifty years ago, less religious than elementary schools or than French *lycées*. We can hardly think that he would maintain any one of these theses. When we descend to particulars, we find the main plaints are that schoolboys (1) worship athleticism, (2) lie without compunction to save one another, (3) bully the weak. To the first we must plead guilty; but, as to the other two, the reformation of the last half century has been so thorough that in many schools bullying and lying are the rare exceptions. That in many schools the religious teaching and observance are too mechanical and external, that daily chapel is regarded as a roll call and Sunday lessons as a dull form of history or Greek teaching, we would freely admit, and Mr. Weisse has done well in putting his finger on the spot. Some of the shadows he might indeed have darkened, but we fear his picture will prove ineffectual

The Schoolboy's Religion.

because he has left out all the high lights. We will name only three—school sermons, confirmation, school missions.

DR. SNAPE'S report to the Higher Education Committee of Lancashire seems to us to embody a very sound policy in reference to secondary schools. He puts his finger on the weak spot—the want of adequate funds. It is to be hoped that the Councillors will view the recommendations as parents anxious to do the best for their children rather than as ratepayers with an eye to the purse. Dr. Snape recognizes that teachers are often comparatively inefficient and inadequately trained. In his opinion the reason lies in insecurity of tenure and meagreness of salaries. To meet the second difficulty he recommends that a definite scale of salaries should be issued, and that governing bodies should be required to pay in accordance with the scale. To promote security of tenure he recommends that the governors, after considering the recommendations of the head masters, should appoint assistant masters; and that an assistant master whom it is proposed to dismiss should be permitted to lay his case personally before the governors. The proposals embody the policy of the I.A.A.M. The important point is that the assistant master should be the servant of the governors. In practice, the head master will naturally choose his men.

Secondary Schools in Lancashire.

WE understand that considerable dissatisfaction has been expressed in some quarters with the resolution of the Head Masters and Assistant Masters, who are sitting in conference, that a term's notice should be given by any assistant master wishing to vacate his post. Clearly, hardships may arise. But it does not seem reasonable to propose that in a form of agreement the head master should undertake to give a term's notice, but that the assistant master should be free to leave at a shorter notice. There is no logical way out of the difficulty, unless assistant masters are willing to run the risk of being out of work for a term. For, if head master A. appoints assistant master X. in time for due notice to be given, head master B. has now to fill up the vacancy left by X.; and, if he succeeds in allowing full notice to be given, he leaves head master C. with a vacancy. Eventually, no time will remain for a term's notice as the series of appointments and vacancies goes on. Unless vacancies are to be filled up by men appointed straight from the Universities, this difficulty must arise. At the same time, we hold with the Assistant Masters' Association that the formal agreement must include a term's notice on either side.

A Term's Notice.

BUT, though hardships may arise, it may be safely asserted that they will not be frequent. The solution of the difficulty is of course quite illogical. The assistant master agrees to give a term's notice of his intention to vacate his post; but when he gets another appointment later than the beginning of a term his head master consents to waive his right to due notice. Head masters are, for the most part, not more unreasonable than assistant masters. They see that the system cannot be carried on if they stand absolutely upon their rights, and they generally do their best to help members of their staff to promotion. We suspect that it is the more unreasonable head master who is causing all the pother. It is difficult, and not always wise, to legislate with an eye to the individual offender. We understand that the Head Masters will propose a resolution at the next meeting of the Joint Conference, endorsing the view that whenever possible it is reasonable for the head master to waive the right to a term's notice: as, indeed, he has usually done in the past. Such a resolution—establishing, as it will, the custom of the profession—ought to prove a sufficient safeguard to assistant masters.

The "Custom of the Profession."

THE *Yorkshire Post*, prompted apparently by the local Branch of the Assistant Masters' Association, has been publishing some information that will prove useful to the authorities in the Education Office at Wakefield. The figures given are based upon 197 returns, and work out at an average of £150 per assistant master. But, if the four rich schools in the locality are left out, the average salary in the remainder is £116. The cruelty of the position is apparent when it is remembered that a schoolmaster is an educated man, for whom the bare necessaries of life are more numerous than those of an artisan; that he has little or no prospect of an increase in salary; that he has no pension in the future; that he ought to marry. His one hope may be said to be promotion to a head mastership. Statistics show that one in seven becomes a head master. And the average salaries of the head masters in the same area are only a little over £500. So that six assistant masters out of seven may look forward to a bachelor life of enforced monasticism, or to a married life more harassing and less comfortable than that of an artisan.

Salaries in Yorkshire.

MR. A. R. LEWIS asks in the *Pilot* (now, we grieve to say, defunct) what is to become of the smaller grammar schools, and he takes his own school as a crucial instance. We will give the facts as stated by him, supplemented by information furnished by the *Yearbook*, and then attempt an answer. Farnworth is a grammar school, dating back to 1507, in Widnes (Lancs.), a manufacturing town of thirty thousand inhabitants. There are (and have been on an average for the last twenty years) thirty-one pupils, at a fee of £8 a year, but six of these are free scholars. Pupils are prepared for the Local and College of Preceptors' examinations, and on an average 80 per cent. of those sent in pass. The staff consists of the Head Master; another gentleman, whose sole professional qualification is "shorthand certificates"; and a drill-sergeant. The endowment (amount not stated) is small. Now for the answer. It is obvious that the school does not at present satisfy local requirements. There is no laboratory, and Mr. Lewis—unreasonably, it seems to us—complains that on that score he is debarred from earning grants as a "Division B" school. His scholars, he assures us, are thoroughly instructed both in chemistry and in physics in an ordinary class-room. With half-a-dozen pupils this is quite feasible, but it would be impossible were the numbers doubled. The plain answer is that an ancient grammar school in a manufacturing town can only be retained as a curious survival. Mr. Lewis's sneer at modern studies —"commercial French, and be hanged to your Latin"— and at modern methods—"Nature study by the children, and child study by the teacher"—shows that he clings to the past, and there is but one alternative to the fate that he foresees—"We shall have to go"—that he should stay on as the custodian of a picturesque ruin.

The Smaller Grammar Schools.

WE have received a pamphlet, written by Dr. R. P. Scott, in which is outlined a practical scheme for the selection of London Junior County Scholars. Our columns have not infrequently borne witness to the evils in the existing system. They are briefly these: The scholars are transferred to the secondary school at least a year too late;

County Scholars.

experience has shown that scholarships tend to go to certain districts or schools where the teaching is exceptionally good; therefore the best material is not necessarily chosen. Scholarship classes are formed, with the resultant cramming—written examinations for young boys do not always afford a safe test. Dr. Scott proposes to lower the age of award from thirteen to twelve, and to secure a four years' course in the secondary school. No arguments are necessary to commend these changes to secondary teachers. The County Councillor may well be convinced if he studies the pamphlet carefully. A more important change is in the conditions of examination. To ensure even distribution of scholarships in each area, and to prevent, as far as possible, that expert preparation shall take the place of natural ability, Dr. Scott proposes an examination scheme somewhat on the lines of the one that has recently been carried out with success in the case of candidates for Osborne.

Dr. Scott's Proposals.

CANDIDATES would be nominated in the first place. They would then be examined before a committee, including the head master of a secondary school, the head master of a public elementary school, and a professional examiner appointed and paid by the borough. To get over the difficulty of the "poverty test," Dr. Scott very wisely proposes that all scholarships shall be "open"; but that a certain proportion shall carry a maintenance grant payable only to parents with an income below, say, £150 per annum. An unmerited slur would thus be removed from the county scholar. He would have won a scholarship in open competition; his schoolfellows would not know if his parents received a maintenance grant. The scheme, if accepted on these lines, would include the provision for future elementary teachers. An advantage of putting would-be pupil-teachers in the position of ordinary County Scholars would be that no definite decision as to future career need be made before the age of sixteen. At that age the pupil-teacher would serve in a school for a term to prove his fitness for the calling, and then continue his education at a secondary school. Dr. Scott's proposals seem to us sound and practical; sufficiently so, at any rate, to catch the ear of the Councillor, who will soon cut out what is visionary—if such there be.

A New Association.

A CURIOUS movement is on foot to establish what is called in the advertisement an Association of London Secondary Teachers. We use the word "curious" because there exist already associations enough of secondary teachers, and now is the psychological moment for combination. The promoters of the movement, who spoke at a meeting called to consider the matter, showed themselves entirely ignorant of what has been done, and is being done, by the co-operation of teachers. They seemed to have suddenly awakened to the necessity for joint organization, and to have dreamed that only a word was necessary to form an association strong enough to influence educational opinion. The meeting enthusiastically passed the resolution approving the proposed association; but the attendance cannot be called representative as invitations had not been issued to all London secondary schools. The second resolution, naming the new association, was not passed; and we hope the promoters will be content to take a title that appears to describe them, such as "Association of London Polytechnics." Dr. Scott was in the chair, and Mr. Sidney Wells was present; but neither of them was put upon the committee elected.

Not needed.

REALLY, there does not seem to be room for the new body; nor were any cogent reasons produced for its formation. London has been dealt with specially by Parliament, and it has its special educational problems and conditions. It is eminently reasonable that the opinions of London teachers should be expressed with authority to the Education Committee of the Metropolis. But the machinery for this exists *in posse*, if not *in esse*. Head masters and assistant masters are now sitting in conference. There would be no difficulty in forming a joint standing committee of London representatives of the four bodies of secondary teachers, men and women, which already cover the ground. It appeared from the speeches that the promoters of the new association either did not know of the Assistant Masters' Association, or else knew of it and contemned it. Either view is unfortunate. And, if it is not too late, we would urge again that "union is strength." The desire to organize and combine is a laudable one; but each new association probably takes away from the strength of those that existed before. If the band of enthusiastic teachers who met at the Birkbeck College were to join the I.A.A.M., the numbers would at once give them a considerable influence in directing its policy.

Private Schools

IN the educational surveys that several Local Authorities have sanctioned, it is clearly within the functions of the "surveyor" to report upon the private schools in the area. Excluding these schools, the report would be incomplete. How far the private schools supply, or help to supply, the necessary educational facilities for the area will be a matter for discussion in committee, and will be settled in various districts according to the diverse views held by Education Authorities. The term "private school" embraces so great a variety of educational establishments that no law can be laid down to cover all cases. We have pointed out that private schools exist doing exactly the work that the Authority feels bound to do under the Education Acts. In such cases, to build public schools supported by the rates would not only be likely to prove a waste of public money, but such action would be distinctly unjust to a body of men and women all of whom cannot be proved to be ignorant and ineffective and of whom some have been pioneers in educational progress.

—Their Kinds.

FOR the purposes of our argument, we may classify private schools in three divisions. There are those whose demise would cause no single tear. It is they, too often, who stand in the public eye for the whole class. They are at the bottom of the scale. No Local Authority is concerned in their retention. At the top of the scale is a class of schools depending upon the desire of parents for social exclusiveness. These seek no recognition from the local administrators and ask for no grants. They are efficient because the fees paid are sufficient to purchase efficiency. Between these lie a large body of schools which differ from the public secondary school (of a lower or intermediate grade) only in their administration. They are the private property of individuals, but the pupils enter for the ordinary school examinations. The schools may be good, bad, or indifferent, just as their rivals are; but essentially, as secondary schools, they are not to be differentiated from those under public management. These are the schools that have a claim upon the Local Authority.

THE proposed scheme of higher education in Bedfordshire deals more generously with private schools than could have been anticipated from the discussions that have gone before. Its publication will be welcomed by a large number of private schools throughout the country. Bedfordshire is the first Authority to speak publicly and definitely on this subject; and what one county has done another can do. Briefly, the Bedfordshire scheme is this: no school is to be penalized merely because it is under private control. But the writer of the report goes further. He says: "The best proprietary or private schools have been, in the past, pioneers of educational improvement, and their continued existence, efficiency, and rivalry will diminish the risk of stagnation or rigidity in the public management of schools." This argument is not to be pressed too far, because the majority of the schools in question have a curriculum not distinguishable from that of public schools, and the private-school master, whom history will dub a pioneer, is just the man who will never come under the control of local administration. On the other hand, Wales, in which country a clean sweep has been made of private schools, tends to turn out exactly one sort of product—a most deplorable result of the absence of elasticity, variety, and liberty.

The Bedfordshire Scheme.

OF course, there is a doubt whether private schools will accept the conditions offered; for conditions there must be, and some consequent loss of liberty. It seems that in Bedfordshire these conditions are as little irksome as possible; and it is to be hoped that the majority of private schools will accept them cheerfully. No inquisitorial inspection is to be made into the proprietor's accounts: he will only be required to show what salaries he pays and how he expends the grant of public money. No representative of the Authority need be associated in the management of the school, provided that adequate inspection is secured. The school must be inspected by the Board of Education, the Authority bearing the cost, as a preliminary to recognition. It is expected that the school shall satisfy the requirements of the Board of Education for secondary day schools. When efficiency is established grants will be given for the provision of staff and apparatus, and scholarships may be held. It is recommended, in short, that the Education Committee "should make, or refuse, grants to schools that are conducted for private profit in the same way and on the same conditions as such grants are made or refused to schools conducted on a purely public basis."

Conditions of Recognition and Aid.

THE recent appointments of members of the Teachers' Registration Council are well advised. In a sense, Mr. Sidney Wells may be said to represent technological education, as to which the Council, perhaps, needed strengthening; though we are quite opposed to the notion that each side of education should be directly represented. Mr. Wells stands for more than technical instruction alone. Canon Bell has been nominated by the Head Masters' Association to fill the vacancy left by Dr. Scott's resignation. We do not know that a better nomination could have been made. If other names occur to our readers, they are probably those of men too busy to undertake the work effectively. Canon Bell, now relieved from the anxieties of school control, should prove a most effective member. While we are upon the subject of the Register, we would take the opportunity of urging our privileged colleagues to register, if only for the sake of adding lustre to the roll of the less fortunate. It is not enough for great head masters to advise their staff to register: they should set an example. The Register, as published and analyzed by Messrs. Sonnenschein's good offices, shows some remarkable *lacunæ*.

The T.R.C.

WE are glad to see that the organ of the Private Schools' Association is entirely unsympathetic in reference to the action of certain principals who have advertised "recognized by the Board of Education." From cases that have been brought to our notice, we are able to say that some have sinned merely from ignorance. And there is a certain excuse. An official list of recognized efficient schools is a *desideratum* that has been confidently looked for. We are not to have such a list at present. But it is not surprising if "recognized for the purpose of registration" has been mistaken for "recognized as efficient." The publicity now given to the error is so complete that any advertisement of a school including the phrase "recognized by the Board of Education" will be open to suspicion of wilful imposture. Of course, any teacher on Column B can fairly advertise the phrase "registered teacher." It is known that the inspection that precedes recognition for the purpose of registration is perfunctory.

"Recognized."

THE scheme for a common entrance examination to public schools, which we publish elsewhere, will prove a great boon to preparatory-school masters, relieving them of serious trouble and responsibility, and to parents as a saving of expense. It has been carefully worked out, and, granted the condition of a written examination, it would be hard to improve. Only there seems to us one serious omission—drawing. At the same time, we feel convinced that no examination of such boys can be satisfactory that does not include an oral test. This objection applies particularly to the papers in modern languages.

Entrance Examination to Public Schools.

MODERN LANGUAGE TEACHING IN BELGIUM.

By H. J. MILLAR.

THE different methods of teaching modern languages have of late been among the most hotly discussed of educational questions. The various more modern systems—the Berlitz, "Direct," Gouin—have all of them a similar basis—viz., that of giving to the pupils a more practical knowledge o language. Up till the present the tendency in the teaching o French and German in England, necessitated by the antiquate fashions of the Oxford and Cambridge Board and other public examining bodies, has been to lay far too much stress on gram matical and orthographical accuracy, to the entire neglect o fluent expression and conversational knowledge. A glance a the papers of the Cambridge Senior Local Examinations wil convince the most casual observer of this fact. The inspector of secondary schools appointed in conformity with the lat Act, however, are undoubtedly desirous of putting moder language teaching on a more satisfactory basis.

Young men, they have for the most part acquired thei knowledge of French and German by a University training a home, and afterwards by a more or less lengthy residenc abroad; so that they are well qualified to judge as to th *practical progress* which the pupils make.

The methods and modes of teaching in Germany and Franc have already been ably treated in these columns. Those i vogue in Belgium, however, have not as yet been commente on. Now, the Belgians are essentially linguists of no litt repute. First and foremost, nearly every one resident in a tow speaks at least two languages (Flemish and French), an

generally either English or German, and often enough both. Of late years, too, great strides have been made in language teaching in Belgium ; and some account of the methods recently adopted will be of interest to those interested in these matters.

Of the training of the Belgian teachers I will say little. No special diploma is necessary, but most degrees confer the right to teach. Most teachers, however, are Doctors of Philosophy, and while studying at the University assist at classes in the schools of the town, and here gain an insight into the mode of teaching of experienced masters. During their last year, too, they are required to take a class themselves from time to time ; so that, if their training is not as practical and systematic as that of their German and French *confrères*, it is, at all events, very superior to our total neglect in the matter. The teachers of languages at the *athénées* have nearly always spent some time in Germany and England, and, as far as possible, it is found desirable that these two languages should go hand in hand, the same professor taking the same classes in both English and German. If the two distinguished gentlemen who have charge of the English teaching at the two schools I visited in Brussels are fair samples of the teachers in the country, one is not surprised at the progress made by their pupils. Both these gentlemen speak English freely and fluently, with a very correct pronunciation, and M. Burvenich — with whom I had many pleasant chats—possesses a knowledge of the English language and literature which fairly astonished me.

By the kind permission of the Ministre de l'Intérieur, and on the invitation of my friend M. Burvenich, I was enabled to visit the two Government schools of Brussels—the Athénée Royal de Bruxelles and the Athénée Royal d'Ixelles. These *athénées* do not correspond either to our grammar or public schools, but contain boys of more varied grades of society. However, the average of their intelligence may be taken as *moyen*. I refer to this point in order to draw attention to the fact that the excellent results obtained are not due to the superiority of the material on which Belgian teachers have to work, but rather to the methods adopted by the teachers. It is only of recent years that the "Direct Method" has been adopted in Belgium ; but, here as elsewhere, it has already been followed by excellent results. In the present article I have purposely avoided dealing with the teaching of German and French, and have confined myself entirely to the teaching of English.

The time devoted to English differs in the various classes and in the three branches into which these schools are divided. In the seventh, sixth, and fifth classes (the three lowest in the school) English is not studied at all ; it is only in the fourth that the pupil commences, when he is between fourteen and fifteen years of age. After a boy reaches this form he studies English, whichever branch of the school he is in. On the classical and semi-classical (non-Greek) side English is optional, and the pupil never has more than two hours per week. On the modern side, however, English is compulsory ; and in the fourth year the boys have four hours a week—two compulsory and two optional (the former commercial correspondence). In the two highest classes there are six hours a week—three optional and three compulsory.

My first visit was to a lesson given by M. Burvenich, at the Athénée Royal, to a class of boys who had only been studying English for some three months. At the lesson at which I assisted the boys were being questioned about a task they had prepared at home. The book used was "The First Royal Reader" (entirely in English). The teacher read the chapter, and then made each boy read a few sentences, paying particular attention to pronunciation and accentuation. He then commented on various points of grammar, construction, and meaning, giving the boys notes, which they placed in their note-books in three different categories : (1) words they did not know, with synonyms in English, or sometimes (but rarely) the French ; (2) proverbs and colloquial expressions ; (3) the irregular verbs. These notes were taken down roughly at the time, and had to be recopied and shown to the professor on the following day. During the whole of the lesson the professor expressed himself as much as possible in English, though when a pupil manifestly did not understand the meaning of a word or a sentence he did not hesitate to resort to French. This, however, he only does with the beginners. In this manner the pupils exercise their ears and vocal organs in hearing and pronouncing the language. But the professor by no means entirely confined himself to the text : he frequently interposed simply worded questions on cognate subjects, and I was surprised to notice how readily and accurately the pupils answered questions as to numbers, dates, objects in the room, seasons, &c. The boys, then, in this class may be said to have such a thorough grounding in English that they can understand any known words they hear and pronounce intelligibly such words as they have learnt.

In another class of boys who had been doing English for some two years a similar method was adopted. But here the teaching was entirely in English. The lesson began with a lively colloquy between professor and pupils on the date of the month, the year, the season, the weather, &c. Then the reading-book was opened ("Royal Reader," No. 3), and the boys in turn each read a portion. Their pronunciation was good throughout, and in one or two cases excellent. The boys then closed their books, and M. Burvenich closely questioned them as to the subject-matter of what they had read. They answered correctly and readily, in a manner which showed that they thoroughly understood the context (this lesson had been previously prepared).

During the hour the professor gave various notes which the pupils took down, and which would be copied into their fair-copy-books later on. For instance, the verb "put forth" was met with. And here the advantage of a professor knowing German talking to pupils also acquainted with that language was instanced. For the teacher was able to compare the English with such words as *abfahren*, *aufnehmen*, &c. He then proceeded to give several examples of the difference of meaning conveyed by a preposition : as in, "to run," *courir ;* "to run away," *se sauver ;* "to run off," *s'en aller en courant ;* "to run in," *arrêter ;* "to run over," *écraser*. The adjective "stout" drew forth an explanation of the term as applied to the beverage of that name. This led to some talk about the Tower of London, the Great Plague, and this again brought up "Robinson Crusoe" and its author. Proverbs and colloquial expressions were also given to be learnt for another time.

At the Athénée Royal d'Ixelles, where I was cordially received by Dr. Valentin, *préfet des etudes*, and by M. le Professeur Hamelius, who has charge of the English in the college, I was present at a lesson in the rhetoric class—the highest in the school, where the pupils are about seventeen to nineteen years of age. Here I found the pupils studying "As You Like It" — a difficult play for foreigners, full as it is of idiomatic phrases. The pupils here gave a brief account of the plot, and each in turn a clear and comprehensible sketch of the leading characters. The lesson, needless to say, was conducted in English throughout. The boys not only seemed well acquainted with the author they were actually studying, but the professor, by skilful questioning, soon showed me that they had a good general knowledge of English literature and authors of to-day.

The day I visited the school happened to be just before the Christmas holidays, and professor and pupils talked freely and fluently of Christmas, and the boys seemed to be fairly well acquainted with our special fashion of celebrating the festivity. These young fellows were manifestly capable of sustaining a conversation on ordinary topics, and a glance at their note-books proved to me that they had an equally good grasp of the written language. Both here and at the Athénée Royal I was much surprised and delighted with the fire and energy of the teacher, and the rapt attention and manifest interest displayed by the pupils. This method of teaching, however, entails a great expenditure of nervous force on the part of the teacher. With our long hours in England, it would be quite impossible to stand the strain.

The use of the old-fashioned grammar, with its eternal exercises on grandmothers and cabbages, and such stupidity, has been entirely discarded. Indeed, writing is not resorted to till the pupil is fairly well advanced—all teaching till then being purely oral. At the Athénée Royal an excellent grammar, arranged by M. Burvenich, is used. Each lesson consists of a short vocabulary, and then a reading lesson composed of these words. The chapters are divided into such subjects as the weather, the earth, the house, the garden, and all of them deal with subjects of everyday life ; and by the time a pupil has been through this book he should be able to hold a conversation on these subjects. As little grammar is given as possible, and the reading exercises are of an instructive and interesting character.

The general conclusions at which I arrived are the following:—The pupils do not develop that accuracy in translation nor that minute acquaintance with grammatical exceptions which distinguish our foremost scholars in England; but, on the other hand, they obtain what is far more important from a practical point of view—a fairly thorough practical conversational knowledge of English. The pupils who had only been doing English two years understood me readily enough. I very much doubt whether the majority of even a sixth form in England would understand a French visitor as well as these boys understood me.

Now, I think I have said enough to show that the sooner we adopt the "Direct Method" the better. But there are, of course, many difficulties to be overcome, of which the three following are probably the most important:—(1) the nature of our present examinations; (2) the present want of means of ensuring competent teachers; (3) the length of hours. However, these are difficulties which may be overcome in time if the British public can only be persuaded to realize the importance of the subject and contribute the necessary funds for the founding of special training schools for teachers. It is, indeed, high time for us to wake up from the lethargy in which we have been so long plunged in regard to matters educational. We must realize, as the Germans long ago have done, that the well-being of a State is essentially bound up with its commercial well-being, and that its commercial supremacy is essentially linked with the knowledge its citizens have of foreign languages. Undoubtedly one of the chief causes of the enormous strides which the Germans have made of late years in commerce, shipping, and industrial enterprises generally has been due in great part to the adaptability of the nation to altered conditions of life. Belgium, too, has woke up to the fact that a knowledge of foreign tongues is essential to success in foreign trade. Loud laments have been made lately of our decaying foreign trade and the increase of imports. And this question of foreign-language learning is a more potent factor in the solution of the problem than the Tariff Reformers imagine. Let England, then, show herself equally ready and willing to march with the times as her Continental neighbours.

JOTTINGS.

NATURE STUDY IN HOLIDAYS.—Many of our readers will have heard, if they have not actually taken a share in the work, of the Co-operative Holidays Association. The members of this Association are a vigorous and ever-growing community, who believe in fresh air, plain diet, and active exercise; excursions combined with a friendly social spirit of brotherhood which makes the annual holiday a refreshment to both the spirit and body. Many teachers avail themselves year by year of these opportunities, and in their interest especially the Association has just made definite arrangements at one centre (the Abbey House, Whitby) for a summer course of Nature study out of doors, from July 30 to August 13. Miss Mary Simpson, of the Yorkshire College, Leeds, will act as lecturer and guide to the party, and under her competent and enthusiastic leadership those who enter upon the course will have experienced direction. It is not intended to confine their Whitby centre wholly to teachers during the fortnight of the course; for the Co-operative Holidays are intended to unite all classes of society, and teachers are all the better for meeting on the holidays with those who do not teach; and quaint old Whitby, with its great stretches of moorland and lovely river scenes, affords an ideal centre for Nature students, especially such as wish to combine holidaying with a little quiet work. Further information may be had by sending a stamped addressed envelope to the Corresponding Secretary, The Abbey House, Whitby.

A VISIT to Denmark, to last from August 9 to 19, has again been organized. It includes daily lectures on national institutions, &c., by distinguished Danes, and visits to places of interest in the neighbourhood of Copenhagen. The whole cost is reckoned at nine guineas. Early application should be made to Miss F. M. Butlin, Old Headington, Oxford.

A EUPHEMISTIC TRANSLATION.—"Il mit la montre blessée sur le ventre" (a child has been probing the works of a watch to see how it goes): "He put the blessed watch in his waistcoat pocket."

A TEMPORARY interchange of Inspectors has been effected by Sir Henry Craik and Mr. Barnett. Mr. Andrew, H.M.I., proceeds to Natal, and Mr. C. J. Mudie, of the Natal Education Department, to Scotland. Each Inspector will place his services at the disposal of the Department to which he is accredited for a period of six months, when he will return to his own place. It is hoped that this experiment may be followed by a similar interchange of Natal and Scotch teachers, and that both Departments—and, indeed, both countries—will benefit considerably.

"I KNEW a business man who made his money in a way most so-called gentlemen would despise—as a retail trader. His sons both earned scholarships at a public school, and one of them won a scholarship at college: of his own accord he repaid in full the amount of these scholarships, that other needy boys might benefit by the opportunity his sons did not need. In all my professional experience this is the only instance I can recall when such a thing has been done. I have known many cases where the scholarship money has been put in the bank for the boy to have at his majority, or where it has even been made over to him as pocket money."—J. L. PATON, "Lectures on Chivalry Mediæval and Modern."

MR. J. B. MCLAUGHLIN, O.S.B., suggests that "Beauty draws us with a single hair" is ultimately derived from the Canticle of Canticles iv. 9: "Thou hast wounded my heart with one of thy eyes and with one hair of thy neck." So "Fools rush in where angels fear to tread" is from S. Jude, vv. 8, 9, 10.

MISS WALTER, one of the Inspectors of the Board of Education, is arranging to take a party to Switzerland on August 2. The party will be organized for a fortnight, and the time will be spent at Wengen and Grindelwald. Second-class carriages will be reserved from London, and the route out is *via* Dover-Calais to Berne and Interlaken, the return journey being *via* the Brünig Pass, Lucerne, and Paris. The cost of the holiday will be about ten guineas. Those who wish to prolong their stay can do so, the tickets being available for twenty-five days. Further information will be supplied on application to Miss Walter, 38 Woodberry Grove, Finsbury Park, London, N.

MISS C. A. J. SKEEL, late student of Girton College, Cambridge, and Lecturer in History at Westfield College (University of London), has been granted the degree of Doctor of Literature as an internal student of the University of London for a thesis on "The Council in the Marches of Wales."

WESTFIELD COLLEGE has just received a promise of £4,000 from Miss Dudin Brown, the foundress of the College, to enable the Council to build a new wing to meet the steady increase in the number of resident students.

THE Council of the Whalley Range High School for Girls have appointed Miss Florence A. Field, Head Mistress of the Girls' High School, Macclesfield, to be Head Mistress of their school, in succession to Miss Greener, B.A., who is retiring after thirteen years' service.

THE Long Vacation Course of the Oxford School of Geography will be held this year from August 2 to 16, provided a sufficient number of entries are received by June 30. The list of lecturers, which includes Mr. Mackinder, Mr. Beazley, Mr. Herbertson, and Dr. Dixon, should secure an adequate attendance. Applications should be addressed to the Curator, School of Geography, Oxford.

IN a circular addressed to rectors, the French Minister of Public Instruction attacks a delicate question of minor morals—the giving and receiving of presents. A return to the practice of thus fêting the New Year and the name-day of the teachers—a practice condemned by ministerial decree seventeen years ago—is now made the occasion for issuing an injunction to take effect in secondary schools. The Minister states the matter thus: to accept a present may weaken the authority of the teacher, and further, in certain cases—rare ones, let us hope—it "may serve as a pretext for the most disagreeable imputations." However that may be, not a few teachers will be only too glad that the administrative authorities should, so the wording runs, "protect them against attentions it is often difficult to avoid." Moreover, complaints, of which the reasonableness cannot be denied, form the basis for the following remarks:—"Even when the amount to be subscribed by each child is optional, the parents may think it is not so." Henceforward, however, there can be no misunderstanding either as to the letter or the spirit of the decree; for parents, children, and teachers alike are to be made acquainted with the text of the circular.

CORRESPONDENCE.

SALARIES OF THE GIRLS' PUBLIC DAY SCHOOL COMPANY.

To the Editor of The Journal of Education.

DEAR SIR,—It would naturally be more convenient to every one concerned if there were no backward girls to be "placed": if all the sisters in a family, all the girls in a town, were of equal ability. But surely "Observer" is in error in attributing to head mistresses so crude a method of classifying their backward girls as merely by height or age. Backwardness has so many causes. If it is due to childishness of mind, "the dunce of fifteen" is rightly placed amongst the lower third form girls whether she be tall or short, and she is often the latter. For all practical purposes she *is* eleven or twelve years old, and is so entirely in her right environment amongst the little children of that age that probably "Observer" has overlooked her existence altogether. But "the tall dunce of fifteen" may be quite as old-minded as the average girl; in some cases she is almost a young woman, in most cases very sensitive, and then she would be quite out of place amongst the children in Form III. It would be not only bad for them, but bad for her. She requires an older mode of teaching and handling than these young children. "Observer's" "dunce" may be slow of comprehension, or may have been badly taught, or little taught, or may have acquired a habit of inattention or of inaccuracy. Such matters are mostly capable of remedy: even slowness of comprehension may pass as rapid physical growth ceases; for I notice that "Observer's" "dunce" is tall. According to the nature and extent of her backwardness she needs to be placed with the girls of thirteen, fourteen, or fifteen, and almost certainly should not learn all the subjects of her form. Judiciously placed and judiciously handled, encouraged and given hope—above all, *not* labelled with "Observer's" opprobrious epithet—she will, in most cases, soon cease to deserve it.

Upon the knotty question of salaries I will only say that they are very fully earned by both heads and assistants, that the disproportion between the salaries of heads and assistants is not nearly so great as it appears on paper, and that I hardly think assistants would like their salaries to decrease whenever there was a decrease in the school numbers—which would be the effect of capitation fees.

With regard to the effect of increased numbers on the work of heads and assistants, it is the usual rule that where the numbers in the school increase the staff is increased in strict proportion. The work of any individual mistress should not, therefore, increase in *amount*, unless the total work is unequally distributed; while it is common knowledge that her work increases in *ease* as the larger numbers allow more perfect classification of the pupils and the larger staff allows her teaching to be limited to her own especial subjects. Supervision duties also become lighter. Hence assistant mistresses seek to enter large schools rather than small ones. The case of the second mistress (head mistress's deputy) stands apart. But every additional girl, every additional mistress, adds materially to the work of the head mistress; adds to the number of those with whom she must come into contact, of those for whom she is responsible; adds to the number of individuals—parents, misses, servants, girls—whom she is required to harmonize.—Yours, &c.,

May 10, 1904. HEAD MISTRESS.

THE APPOINTMENT OF ASSISTANTS.

To the Editor of The Journal of Education.

SIR,—Is it not time that something was done to limit the power of the heads of public secondary schools in their selection of assistant teachers? I speak more especially of girls' high schools; but, doubtless readers of *The Journal of Education* can furnish similar cases with regard to boys' schools. In such schools as Girls' Public Day Schools the head mistress has practically absolute power of selection, the reference to the Board being purely formal. Recently teachers have been assured that it is their duty to take a course of professional training. Many have sacrificed time and money, and have given up good work, to do so. Why, then, is it more difficult to obtain work after training than *before*? I cannot help reluctantly concluding that head mistresses "run with the hare and hunt with the hounds" in regard to training. They make *ex cathedra* statements of its value, and forthwith proceed to appoint *untrained* (rather than *trained*) assistants (*ceteris paribus*). In the case of one school (the head of which speaks constantly in favour of training) a lady has recently been appointed who is not trained, and has had short experience in a private school only; other candidates for this post had equal academic and extra scholastic qualifications, together with training and public-school experience. In another case the head mistress (who boasts of "the best-looking staff in England") apparently appoints candidates from their photographs. Else why should a candidate with poor academic qualifications, no experience, and no training diploma take precedence of better qualified, experienced, or trained candidates? Finally, making every allowance for the pressure of correspondence concerning vacancies, is it too much to ask head mistresses to give *valid* excuses for the rejection of a candidate? Why assure a "trained" candidate (who has carefully stated her qualifications) that she would have been appointed had she held a Teachers' Diploma? Or why give a candidate whose age is twenty-five "cordial thanks for her application," together with the information "that it has been thought better to select a candidate under thirty years of age"?—Yours truly,

W. A. GREGORY.

"MOUTONNÉ."

To the Editor of The Journal of Education.

SIR,—It is unkind to criticize in turn so very generous a review as that accorded to my "Open-air Studies" in your March number. But *moutonné* must stand, "frisé comme la laine de mouton," despite generations of English text-books and one prominent French one. Littré, "Dictionnaire," Tome III., 1874, quotes the beautiful passage, cited by your reviewer, from Lamartine, as an example of the use of *moutonnée* in the sense above stated. Practically, it comes to mean "waved," "hummocky," but never "sheep-like." Then, again, if "San Stefano" is not Italian, why is it the name of so many Italian villages? Let me thank my friendly reviewer, and remain, yours sincerely,

GRENVILLE A. J. COLE.

Royal College of Science, Dublin, *March* 7, 1904.

MEIKLEJOHN'S "NEW GEOGRAPHY."

To the Editor of The Journal of Education.

DEAR SIR,—Allow me to thank you for your notice of the late Prof. Meiklejohn's "New Geography," of which I am the most recent editor. But may I at the same time point out to your critic that (as the title-page shows) the book has reached its hundred-and-seventieth, not its seventieth, thousand? As he calls the latter figure "phenomenal," would he be so good as to supply the appropriate epithet for the former? The chapter on Commercial Geography, by the way, *does* exist (on pages 469–536 of the book), and all the statistics it contains are brought as far as possible down to date. It is, therefore, hardly fair for your reviewer to say (with a qualification) that he was unable to find it at all.—Yours, &c.,

M. J. C. MEIKLEJOHN.

UNIVERSITIES AND SCHOOLS.

BEDFORD COLLEGE FOR WOMEN.

The Council held the usual reception at the College on Commemoration Day, May 18, after the presentation of degrees at the University of London, at which over five hundred guests were present. They were received by the Chairman of the Council, the Right Hon. A. H. D. Acland and Mrs. Acland, other members of the Council, and the Principal, Miss Hurlbatt. Forty-one students of the college were presented to the Chancellor of the University, three for the degree of M.A., fifteen for first degrees in Arts, six for first degrees in Science, sixteen graduates in Arts or Science for the Teachers' Diploma, and one student for a University Gilchrist Scholarship.

The Council will give a garden party at the Royal Botanical Gardens on June 25, to which all old students of the college are invited.

Two entrance scholarships, one in Arts, value £31. 10s., for three years, and one in Science, value £48, for three years, will be awarded on the result of an examination to be held on June 23 and 24. Full particulars can be obtained from the Principal, and forms of entry must be received by June 15. The Council, on the recommendation of the Reid Trustees, will award the Reid Fellowship in June next, to a graduate of the University of London who is also an Associate of Bedford College. Applications should be received by the Hon. Secretary of the Reid Trustees by June 1. Five students of the college have been successful in the Sanitary Inspectors' Joint Board Examination, May, 1904:—H. Bideleux, K. E. Griess, M. A. A. Stacy, E. Y. Thomson, I. Whitworth, B.Sc.

UNIVERSITY COLLEGE, LONDON.

The following appointments have been made by the Council:—Mr. T. W. Arnold to the Chair of Arabic; Mr. John Herbert Parsons, M.B., B.S., D.Sc., to be Assistant Ophthalmic Surgeon to University

College Hospital; Mr. John H. G. Grattan to be Quain Student in English; Mr. A. C. Pigou to be Jevons Memorial Lecturer for a further period of two years; Mr. A. Kahn to be Lecturer in Commercial Methods for a further period of three years; Mr. Harold Whyte to be Assistant in Ancient History to the Astor Professor of History; Mr. Raymond Johnson to be Examiner for the Atkinson-Morley Scholarship.

MANCHESTER.

The University of Manchester Bill has been reported for the third reading. By its provisions the Owens College is merged in the new University of Manchester. The present building will, however, still retain its name, and thus the memory of "John Owens, of the City of Manchester, merchant," who died in 1846, leaving £96,654 for the foundation of a college in Manchester, will be perpetuated. Earl Spencer becomes Chancellor of the new University, and the Duke of Devonshire (hitherto President of Owens College) becomes its President.

Perhaps the event that has excited the most interest in educational circles in Manchester during the past month has been the publication of the new scholarship scheme by the Education Committee. At present the Committee offer scholarships to the value of £3,670. It is proposed to increase this sum to £8,545. The scheme is intended to provide a complete ladder from the primary school to the University.

Mention was made last month of the proposed municipal secondary school. There is to be free admission of pupils to this school to the extent of 25 per cent. of the accommodation. The same proportion of free places is to be provided in the higher elementary schools. The ultimate cost of scholarships at the School of Technology will be £3,000 per annum, while £1,200 a year is to be expended on training college exhibitions. The new scheme has met with fairly general approval.

OXFORD.

Eights Week.

Visitors, who are more numerous every year, have this time enjoyed unusual opportunities. Not only have they had fine weather and all the regular festivities, but they were provided with a Historical Portraits Exhibition, to while away a spare half-hour, and also with a first-class specimen of a less edifying exhibition—namely, an immense and clamorous Convocation of 955 Masters of Arts, who saved, by a majority of more than 5 to 2, the Church of England from "a grave peril."

Odium theologicum.

Your readers know what the "peril" was. The present system restricts the choice of examiners in the Honour School of Theology, alone of all the public examinations of the University, to "Members of Convocation in Priest's orders." The provision was, perhaps, originally reasonable, or at least natural, when the study was practically in Anglican hands; but after the Test Act of 1892, and still more after the foundation of three non-Anglican halls or colleges, drawing several notable non-Anglican Divinity scholars to Oxford, the restriction became increasingly both inconvenient and absurd. The movement for reform started in the Theological Board, and the discussion in Congregation (conducted by four D.D.'s, two on each side) ended in a majority of fifty for the change. Then the fiery cross was sent round by a skilful hand; and the intemperate cleric came up in his hundreds, howled down every reference to distinguished Nonconformist scholars; used vituperative epithets generally avoided by gentlemen, at least in public; and saved the Church by a majority of 398.

The general opinion in Oxford to-day is that the institution which has suffered most severely by these proceedings, and by the spirit there displayed, is the Church of England. But the University has also suffered. It may be asked whether this vote will not revive an agitation for the emancipation of the body which teaches and administers from the control of those who are not teachers, who do not know the facts at first hand, and who in gatherings as large as this are generally found to belong mainly to one profession in whose minds the interests of learning do not appear to hold the first place. If the professions could be fairly represented, the mischief would be less. But it is a question of leisure; neither lawyers, doctors, schoolmasters, nor members of other exacting professions can be as sure as the clergy of finding the time to come up to Oxford. And, even if this standing difficulty were overcome, a greater one remains. No M.A. can vote unless his name is on the books, *i.e.*, unless he pays the University £1 a year. The Register of Convocation contains usually about six thousand names: and the University, with the largely increased demands upon it, cannot in these days afford to lose £6,000 a year. If the benevolent millionaire could be found, all might be well: but, supposing him found, if he has read the accounts of the debate on the 17th, his benevolence towards Oxford is only too likely to be chilled.

Greek, &c.

Of the other legislative efforts of Congregation a few words will suffice. The Greek statute is not yet promulgated: and it is now assumed that it will not come up for discussion till next term. This is no loss, as in no case could the matter have been finished this term, and by October the flush of Convocation's triumph and the residents' resentment of defeat will alike be abated. But we shall doubtless know before the Long the form which the proposal will take. The arrangements in regard to Army commissions, explained in my April letter, are now formulated and announced. It is proposed to appoint a Delegacy of nine (Vice-Chancellor and Proctors, and six elected by Convocation) on which "one or more persons" will be appointed by the Secretary for War; and this body will superintend the instruction of the candidates for commissions. A second statute establishes a new "group" in the Final Pass School, consisting of Military History, Strategy, and Theory of Tactics, which will be taken by these candidates. These Bills have passed Congregation, and their adoption is practically certain.

Prof. York Powell.

For the University itself, and for the cause of learning everywhere, far the most important event of this month is the death of Prof. York Powell. He is an irreparable loss, for the simple reason that there is no one left like him. His own achievement, the experts tell us, was of high value; and the reason there was not more of it was that so much of his time and energy was given to help and inspire the younger scholars and researchers. One who has known him forty years says that he never heard a subject raised in Powell's presence on which he had not something to contribute which was new to the rest: and that he always seemed to select by instinct the most interesting aspects, facts, and issues of every book or topic. The same friend says that the most impressive performance he ever heard was a twenty minutes' extempore talk by Powell to a college society on Dante. A paper had been promised: the writer had failed: at the shortest possible notice Powell was appealed to, and, with his usual kindness, responded to the appeal. Without preparation, without a note, without a wasted word, yet quite informally, he gave them a series of pictures such as no one present has ever forgotten. None of Powell's contemporaries, and few of his younger friends, are likely to see again a man of such rich endowments both of heart and of mind, and so lavish in the spending of both, whenever he saw a chance for giving help and encouragement.

Research.

Another welcome gift for the endowment of research has just been announced. Mr. T. A. Brassey has given £400 for a Research Studentship in History, to be administered by trustees—viz., the Regius Professor of History, Mr. Johnson, Mr. A. L. Smith, Mr. H. Fisher, three of the leading History lecturers and students. The same donor has given £100 to the Bodleian for the purchase of literature connected with the colonies and dependencies.

English Literature.

The Professorship of English Literature has at last been announced. the endowment has (with some difficulty) been made up to £600 a year, and the election will take plac in June. This professorship is of some importanc to the English School; for, though Prof. Napier lectures regularly, he is primarily a philologer and his teaching is concerned with th language. This school has also benefited greatly by the remarkabl thoughtful and suggestive lectures of Prof. Bradley; but the Professor ship of Poetry is a temporary office and cannot be relied on to giv permanent and systematic help to the students of English.

Museum Report.

If any hasty reader of the newspapers has imbibed the notion tha what Oxford is mainly interested in is compulsor Greek and theology, he should read the annua "Museum Report," just issued for 1903–4. It is detailed account by twelve Professors, Readers, or Curators, showin all the work done in the various departments and the accessions to th collections by gift or otherwise. It occupies fifty-six columns of th *Gazette*.

Obituary.

Besides Prof. York Powell, referred to above, other losses by deat have been announced as follows:—Mr. G. F Thorley, late Warden of Wadham (April 21); S Thomas Salt (April 8); Mr. Julian Sturgis, American, educated at Eton and Balliol, whose writings contain mar pictures of Oxford life (April 13); Mr. W. H. Bullock Hall, a Rugbei of Tait's day and a Balliol man, who served under Garibaldi ar received the decoration of the Legion of Honour for help to t wounded in 1870; and the Right Rev. E. Hobhouse, of Balliol a Merton, formerly Bishop of Nelson.

Appointments.

Bampton Lecturer: Dr. F. W. Bussell (Brasenose). Delegates Privileges: Rev. H. Rashdall (New), the Preside of Magdalen; A. Hassall (Christ Church); R. Poole (Magdalen); H. W. C. Davis (Ballio Delegate of Secondary Training: R. H. Ferard (Keble), re-electe Auditor of Clarendon Press Delegacy: E. Waterhouse. Represen tive at the Fourteenth International Congress of Americanists at Stu gart in August next: D. R. M'Iver (Worcester). To these should added the following honours to Oxford men:—Lord Curzon (Ballio to be Warden of the Cinque Ports; Sir T. Raleigh (All Souls'), to K.C.I.E. Readers and Lecturers reappointed by the Common U versity Fund: Geography, H. J. Mackinder (Christ Church); Hun Anatomy, Prof. A. Thomson (Exeter); Phonetics, H. Sweet (Ballio Modern English Literature, E. de Sélincourt University).

Lectures announced.

Prof. Sir Hubert Parry, "Types of Audience and their Influence" (June 6); Principal of St. Edmund's Hall (Dr. Moore), "Dante"; Count Lützow, "Historians of Bohemia" (four lectures, June 6–11). Ilchester Lecture: Prof. Wooldridge, on "The Schools of Umbria" (June 2–4). Romanes Lecture: Sir C. P. Ilbert, K.C.S.I. (Balliol), on "Montesquieu" (June 4). Taylorian Lecture: Prof. G. Saintsbury, on "Théophile Gautier" (June 1).

University Prizes: English Essay—no candidate; Latin Essay—not awarded; Latin Verse—C. C. Martindale, Pope's Hall; Newdigate—G. K. A. Bell (Christ Church); Ellerton Theological Essay—E. K. Talbot, B.A. (Christ Church).

The following scholarships and exhibitions have been awarded at Somerville College:—Clothworkers' Scholarship of £50 a year for three years (Mathematics), Miss D. B. Pearson, High School for Girls, Sheffield; College Scholarship of £50 a year for three years (History), Miss A. Mackie, High School for Girls, Blackburn; exhibition of £35 a year for three years (English), Miss C. Hicks, Withington Girls' School; exhibition of £30 a year for three years (Science), Miss E. Wakefield, High School for Girls, Swansea. Exhibitions of £25 a year each for three years: Modern Languages, Miss E. Overend, Alexandra College, Dublin; Classics, Miss M. Ball, Church College, Edgbaston. Highly commended: English, Miss D. Barrett, Grammar School for Girls, Bradford; History, Miss K. Parry, Roedean School for Girls and Owens College.

CAMBRIDGE.

Obituary.

By the death of Gerard F. Cobb on March 31, and of the Rev. Robert Burn on April 30, Trinity College has lost two valued members. Mr. Cobb's services to his college and to the cause of music in the University were many and great. Mr. Burn's fine work on "Rome and the Campagna" had given him a high place among classical archæologists. Archbishop Machray, Fellow of Sidney, and Primate of All Canada, who died on March 9 at Winnipeg; and the Rev. William Ayerst, founder of the extinct Ayerst Hall, who once was nominated for the Bishopric of Natal formerly held by Dr. Colenso, are also deserving of commemoration.

University Press.

The discussion on the management of the University Press was not free from personalities, whereby the issues became somewhat obscured. In the end the Senate resolved, by a large majority, to conduct the printing business in partnership with Mr. John Clay, and to undertake itself the responsibility for the publishing department.

The Library.

The work of adapting for the use of the University Library the building vacated by the Geological Department is to be taken in hand, and a new principal entrance to the University Library, behind the Senate House, will be erected from designs from Mr. W. C. Marshall. The additional accommodation thus obtained will do much to relieve the long-standing congestion which has marred for years the usefulness of the Library.

Benefactors.

The Day Training College has failed to obtain the additional grant of £100 for which it appealed to the Senate. The Financial Board's verdict of "no funds" bars the way here, as in so many other directions. "General" benefactors are still lacking, though generous donations for specific objects are not infrequent. Among them should be recorded the gift of Mr. Frank Smart, who, in connexion with the King's visit on March 1, has given a fund producing £100 a year for the foundation of a studentship to encourage botanical research. The fund bequeathed by Mr. H. Latham, late Master of Trinity Hall, for the provision of pensions to needy college and University workers and their families, has now been received. It will be administered by the Council of the Senate, under the authority of regulations prescribed by Grace.

Agriculture.

The Board of Agricultural Studies reports the continued progress of the department, under the direction of Prof. Middleton. Forty students are in attendance on the various courses. The work is, however, hampered by the absence of a proper building, and efforts are being made to provide funds for its erection on a site adjoining the Geological and Botanical Schools.

Honorary Degrees.

The University, with Oxford, has decided to celebrate the International Assembly of Academies, held in London in May, by conferring honorary degrees on a number of distinguished foreign delegates. Those selected by Cambridge are Profs. Bakhuyzen (Leyden), Faminstyn (St. Petersburg), Comte de Franqueville (Paris), Goldziher (Budapest), Loewy (Vienna), Krumbacher (Munich), Leroy-Beaulieu (Paris), Lusinovics (Vienna), Perrot (Paris), Retzius (Stockholm), Riecke (Göttingen), and Waldeyer (Berlin). A like honour was intended for Prof. Ilis, of Leipzig, of whose untimely death news has just been received.

Professorial Electorate.

The Syndicate appointed to consider the mode of election to certain professorships have reported in favour of constituting electoral boards for the Lady Margaret, Regius, and Norrisian Chairs of Divinity, and for the Regius Chairs of Hebrew and Greek, instead of the somewhat anomalous bodies with which the choice of the professors at present rests. The Lucasian Professorship of Mathematics, entrusted to the Heads of Houses, apparently cannot be dealt with but by Act of Parliament. On the new electoral boards the old electors will be duly represented.

Prof. Nicholson, of Edinburgh, has this term delivered the Gilbey Lectures on "The History of the English Corn Laws"; Dr. Tait Mackenzie, of McGill University, Montreal, lectures on "Methods of Athletic Training in Canadian and American Universities"; Mr. E. Gordon Duff, Sandars Reader in Bibliography, on "Printers, Stationers, and Bookbinders of London from 1500 to 1535"; Dr. Lang, Bishop of Stepney, on "Pastoral Theology"; and Dr. Lawrence, of Downing, on "Problems of the Russo-Japanese War."

The Financial Board have assessed the contribution to be paid to the University in the present year by the colleges at some £28,400. The Board estimate that the deficit in the University Chest at the end of 1904 will be about £1,800. They foreshadow the necessity for a temporary loan, as the Benefaction Fund has practically ceased to yield assistance.

Queen's University, Kingston, Ontario, has been recognized as a Colonial School of Medicine at which part of the course for a Cambridge medical degree may be pursued.

The following elections and appointments are announced:—Mr. B. D. Turner (Jesus) to be a member of the Education Committee for Leicestershire; the Right Rev. Bishop Lefroy (Trinity) to be Ramsden Preacher; M. F. J. McDonnell (St. John's), H. R. Lonsdale (Jesus), and O. L. Richmond (King's) to be Winchester (Reading) Prizemen; Mr. W. J. Sell, F.R.S. (Christ's), and Mr. H. J. H. Fenton, F.R.S. (Christ's), to be University Lecturers in Chemistry; Mr. A. Harker, F.R.S. (St. John's), to be University Lecturer in Petrology; Mr. H. E. Durham (King's), Dr. J. W. W. Stephens (Caius), and Dr. F. J. H. Guillemard (Caius), to be members of the State Medicine Syndicate; Dr. Hill, Master of Downing, to be a member of the Cambridge Training College for Women; Mr. F. T. Cobbold (King's) to be a Governor of the Woodbridge Endowed Schools; the Rev. J. F. Kershaw (Trinity) to be a member of the Education Committee for Worcestershire; H. G. Wood (Jesus) to be Lightfoot (Ecclesiastical History) Scholar; Prof. W. Ostwald, of Leipzig, to be D.Sc. *honoris causa*; Sir Michael Foster, K.C.B. (Trinity), to be a manager of the Balfour Fund (Animal Morphology); Dr. Taylor, Master of St. John's, and Dr. Ryle, Bishop of Winchester, to be members of the Council of St. David's College, Lampeter; Dr. R. N. Goodman (St. John's) to be a Governor of Kingston-on-Thames Endowed Schools; P. V. Cohn (Trinity), P. J. Pearse (Trinity), E. Hayward (Sidney), and H. T. Depree (Clare) to be Steward of Rannoch University Scholars; Prof. F. S. Boas, Queen's College, Belfast, to be Clark Lecturer in English Literature at Trinity College; J. C. H. How (St. John's) and C. W. Mitchell (Emmanuel) to be Tyrwhitt Hebrew Prizemen; Mr. G. H. A. Wilson (Clare) and Mr. F. Dyson (St. John's) to be Pro-Proctors; Mr. S. S. F. Fletcher (King's) to be Lecturer in the History, Theory, and Practice of Education; Mr. A. V. Valentine-Richards to be a Fellow of Christ's College; Mr. W. Bateson, F.R.S. (St. John's), to be Deputy for the Professor of Zoology and Comparative Anatomy; Dr. F. Watson to be Hebrew Lecturer at St. John's.

WALES.

The University Court.

The Annual Extra-collegiate Meeting of the Court of the University of Wales took place at Holyhead on Friday, May 12. Sir Isambard Owen was re-elected Senior, and Dr. R. D. Roberts Junior, Deputy Chancellor, and the Standing Committee and the Theological Board were appointed. The balance-sheet presented was very satisfactory, showing a surplus of £154. 18s. 9d. after liquidating the deficit of previous years. The consideration of the draft of the supplemental charter to be applied for—giving additional powers to provide nominally for the requirements of higher technical education in Wales, really for the expansion of the Swansea Technical College into a degree-conferring institution—was deferred till the November meeting.

There was a discussion on the complications arising from the permission given to students who have not passed the whole of the Matriculation Examination to enter upon schemes of study for degrees, the feeling being in favour of abrogating this permission. Dr. Chattaway moved: "That the Senate be asked to consider and report to the Court upon the desirability of requiring candidates for a degree in Science to show that at the time of taking the final examination they are able to read with ease either French or German," and the motion was carried. Mr. Edgar Jones moved the resolutions passed at the last meeting of the Welsh County Schools' Association, asking (*a*) that geography be included as an optional subject in Group D of the Regulations for Matriculation; (*b*) that the Senate be asked to consider the desirability of making a conversational knowledge of French and German compulsory for all who take these languages in their degree courses. Strong support was forthcoming, and the resolutions were adopted.

The Central Welsh Board.

The Central Welsh Board held its half-yearly meeting at Bangor on Friday evening, May 20. Mr. Humphreys-Owen, M.P., and Prof. Anwyl were unanimously re-elected Chairman and Vice-Chairman respectively, and Prof. Foster Watson and Mr. J. E. Powell were re-elected on the Executive. The Executive Committee reported that the Treasury had increased the grant paid to the Board from £500 to £1,200 (this information was "exclusively" announced in this column in March); that the total amount of Science Grant received during the past school-year was £8,850, an increase of £301 upon the preceding year; that arrangements had been made with the University of Wales for the holding of a Joint Conference of Welsh Educational Authorities in October next in Shrewsbury, on the subject of the training of teachers. The statement of accounts disclosed an excess of expenditure over income of £1,046. 12s., but the increased grant will enable the Board to get on the right side before long, as well as to pay more adequate salaries to its Inspectors. The Chief Inspector, who, all educationists in Wales will be very sorry to hear, is far from well, was granted three months' leave of absence.

The chief business of the meeting was the consideration of the general regulations and examination schedules for 1905. The schedules in Mathematics have been entirely redrafted on "reformed" lines, and there are new schedules in Metal-work. There was an interesting discussion on the question of the recognition of the Board's certificates by employers of labour, and stimulated by Principal Reichel's account of the whole-hearted support given to education by American employers of labour, the Board decided to prepare an abstract of the American practice in this matter for circulation. Mr. Jenkyn Thomas, Aberdare, moved: "That the attention of the Education Authorities be called to the desirability of equipping some at least of the county schools for technical work." He pointed out that the county schools and the Central Board were often blamed for not promoting technical education; but that there was only one school in all Wales which was equipped for this purpose, and the Central Board's province was to inspect and examine the work done in the schools. Mr. William Edwards, H.M. Inspector of Schools, moved as an amendment: "That the attention of the Education Authorities be called to the desirability of establishing a few higher technical schools in Wales separate from the county schools"; but it was pointed out that this would lead to a rivalry with the technical departments of the University colleges. Ultimately, the subject was deferred to the next meeting.

The National Petition.

The suggestion made by the Lord-Lieutenant of Carnarvonshire that the Government should be asked to inquire into the operation and administration of the Education Act in Wales has taken definite form in a "national petition" to be presented to the House of Commons, the text of which has been published. It is stated in it that "the Councils know that a vast majority of the ratepayers of the Principality are so convinced of the injustice of the Act that they would decline, except under compulsion of law, to pay rates levied for the purpose of supporting schools in which religious tests are imposed. The Councils are most willing to do everything in their power to promote elementary education in the Principality, as they have already promoted education in the University and the intermediate schools; but they cannot effectually do so while the law under which they work shall continue to be associated in the minds of the people of Wales with injustice and sectarian ascendency."

The Cry of a United Wales.

Those who do not at once fall down and worship the new Education Council are denounced as untrue to the ideal of a united Wales, which is claimed to be realized by this new body. Wales is now, it is said, more united than it has ever been since the days of Hywel the Good, or Gruffydd ap Llywelyn, or Llywelyn the Great, or Glyndwr—the name varies according to the taste and fancy of the enthusiast and the degree of his knowledge of Welsh history. Never was a more fallacious cry. The County Councils, which will elect nearly all, if not all, the members of the Education Council, are practically all recruited from one class. The great commercial magnates of Wales do not try to secure election on them. Churchmen and Conservatives, especially if they are landowners, have nearly all been expelled. There are very few professional men: there are no representatives of any Universities or of the great community of Welshmen in England to which Wales owes so much. The University Court and the Central Welsh Board realize the ideal of a united Wales far better than this new body can, under present circumstances, ever expect to do, because they contain representatives of all the sections which are mentioned above. And yet we are asked to acquiesce in the destruction of the Central Welsh Board and the University Court in the interests of a united Wales!

More Inspectors.

The Glamorgan County Council are gaily proceeding with the appointment of education officials. Messrs. P. T. Ballard, M.A., and I. Bryn Davies have been elected Inspectors of Elementary Schools—both of them men who command the confidence of the teaching profession. An Inspector of Secondary Education will soon be appointed. The salaries paid to officials (exclusive, of course, of all teachers) in the Glamorgan Education Department, as it is somewhat grandiloquently called, already amount to considerably more than £2,000 a year. It is well that Glamorgan is a rich county.

IRELAND.

Commission on Secondary Education.

Mr. Dale, who last year spent about two months in investigating Irish primary education, and whose report thereon has lately been published, has come to Ireland again—this time to study secondary education. He is accompanied by Mr. Stephens, an English Inspector, and is being directed by Dr. Starkie, the Resident Commissioner of National Education and a member of the Intermediate Board at whose instance the whole inquiry has been instituted. The Commissioners are visiting the chief secondary schools throughout the country, and appear to be specially studious of the possibility of substituting inspection for examinations and of co-ordinating primary and secondary education in Ireland.

An Education Department for Ireland.

It is well known that Dr. Starkie desires to have an Education Department established in lieu of the present Boards of National and Intermediate Education. It is, however, extremely difficult to see how a Department at all resembling such institutions in other countries could be established, if the claims of the Church to have the complete management of the schools and the choice and training of the teachers be conceded. Accordingly Mr. John Redmond, in the recent debate in the House, declared the objection of the Irish members to an Education Department unless Home Rule were first granted and the Department made responsible to an Irish, instead of the English, Parliament.

A lecture on primary education was delivered in Dublin on May 21 by Dr. Macnamara, M.P., invited by the Irish Teachers' Organization, in which he advocated the establishment of a Department. He received much support from a representative audience, but, significantly, the resolution to which he spoke was not put, and a number of others dealing with particular reforms were passed instead. The *Freeman's Journal*, the organ of the Roman Catholic Church, in commenting on the meeting, spoke strongly against an Education Department. Mr. Wyndham, in his remarks in the House, has advocated such a Department. In any case, Mr. Dale's inquiry, the refusal of the Treasury to sanction the Intermediate Board's scheme of inspection, and Mr. Wyndham's repeated condemnation of the Intermediate system—all imply that the ill-starred reform scheme of the Board is regarded as a failure that must be replaced by some more sweeping reconstruction. The Intermediate system, one of results—fees and prizes paid on the results of one big written annual examination, to which the whole teaching of the year is subservient—is entirely vicious in principle. It has given false ideals to the schools, paralyzed progress in good methods and the interest and ability of the teacher in his work, and turned out a type of man able to pass examinations, but to do little else.

T.C.D. and Women.

The Board of Trinity College have not yet published their scheme and regulations for women students in the University. Nevertheless, several women are already passing through the course and are receiving teaching—so far, given separately—from the Fellows.

T.C.D. and Training.

It is rumoured that the Board will shortly establish training for teachers in connexion with their examination in the Theory and Practice of Education, and that a professor of method will be appointed, arrangements being also made for practising classes. It is to be hoped that Trinity College will take up this much needed work. There is no means of training secondary teachers in Ireland at present, and such training will be essential to registered teachers in the future.

The T.C.D. Board and the Societies.

The disagreement between the Board and the Historical and Philosophical Societies as to the arrangements and privileges of the Graduates' Memorial Buildings has not so far been overcome. The two societies practically claim that admission to the social advantage of the building shall be given only to their members, and, the Board refusing to grant this monopoly, the societies objected to go into the rooms allotted to them in the building and requested to be allowed to stay in their present quarters. At the time of writing, the societies are under notice from the Board to quit their old rooms and have made arrangements to remove outside the walls of the college on June 1. It is to be hoped that a *modus vivendi* may be found, for such a step would be disastrous alike to the societies, to the Memorial Buildings, and to the students and their relations with the authorities.

University College and Women.

Two memorials have been recently presented to the President and Council of University College, Stephen's Green praying that women students of the Royal University may be admitted to the lectures of the fifteen Fellows of R.U.I. attached to the college. One is signed by fifty-four graduates, past students of the college; the other is presented by the Irish Association of Women Graduates. At present women under

(*Continued on page 406.*)

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graduates of R.U.I. resident in Dublin cannot get any teaching in Arts from the Fellows of their University, with the exception of about thirty-two lectures (out of a total of a hundred and twenty-three) given weekly as public lectures in the Aula Maxima. The President, in his reply, refuses the prayer of the memorialists on the grounds of want of accommodation and of funds, dwelling on the well known grievances of the college in its want of endowment as compared with the Queen's Colleges. While these disabilities are undoubted, they do not justify the refusal to exclude a considerable section of students of R.U.I. from the teaching of the Fellows of their University, which in Dublin this college monopolizes. No additional funds would be required: on the contrary, the additional fees would bring an increase of funds. Nor would additional accommodation (with the exception of providing another cloak-room) be needed. The number of students in most of the classes is small, and larger numbers would be welcomed by the professors. Such an exclusion (when compared with all other Irish colleges) is somewhat impolitic in a college claiming endowment on the grounds of the value of its work.

New College of Science.

The King, during his visit, laid the foundation stone of the new College of Science in Dublin, which is to form the centre of research and training for the Department of Agriculture and Technical Instruction. It will cost £200,000. Northern representatives have been pressing on Government the injustice of not increasing the endowment of Queen's College, Belfast, when so large a sum is being spent on scientific education in Dublin. The Government, however, have answered that they cannot increase the endowment of the Queen's Colleges while the University question remains unsettled. *Quam diu?*

SCHOOLS.

CLAPHAM HIGH SCHOOL.—Dorothy Tarrant has gained the Jane Agnes Chessar Scholarship for four years, awarded for Classics, by Girton College. In the Royal Drawing Society's Exhibition of School Drawings the following successes were gained:—G. Budge, Bronze Star given by the Royal Drawing Society and Silver Star given by the Clothworkers' Company; E. Pattenden, Bronze Star given by the Royal Drawing Society, for representative work from the Girls' Public Day School Company; R. Pattenden, Art for Schools Prize; M. Tarrant, Bronze Star given by the Clothworkers' Company; D. Hammonds, highly commended.

CORK HIGH SCHOOL.—The Ruskin Rose Queen Festival was held on Saturday, April 30. The retiring Queen, Olive Peyton, resigned her floral sceptre into the hands of the newly elected Queen, Elsie Stoker. The display of flowers was unusually brilliant, and the presentation of bouquets to the Rose Queen resulted in a splendid collection, subsequently distributed to the two large hospitals for incurables.

LADIES' COLLEGE, CHELTENHAM.—The Gilchrist Travelling Studentship of £70 has been awarded to Miss Winifred Ada Todhunter, B.A. London, of the Ladies' College, Cheltenham. At the B.A. Examination, 1900, Miss Todhunter was recommended by the examiners for the Derby Prize in History, but was disqualified by age from obtaining it. In taking up the Gilchrist Travelling Studentship, Miss Todhunter proposes to study the teaching of composition in France.

LONDON, UNIVERSITY COLLEGE SCHOOL.—Dr. Ralph, who had been on the staff for nearly four years, left us at the end of last term, preparatory to sailing for Canada, whither he carries the heartiest wishes of pupils and colleagues for his happiness and success. He has been replaced by Mr. Stanley, whom we cordially welcome.

OAKHAM SCHOOL.—The following boys have been elected to scholarships:—W. Sordon (Oakham School), £40; J. B. Waite (Clare House, Tonbridge), £30; E. P. Clark (The Hall, Sydenham); J. Coates (Cherbourg, Malvern), G. Charlton (Woodbourne, Edgbaston), £20.

ROSSALL SCHOOL.—Principal prizes and distinctions gained in the school: Greek Iambics, S. F. S. Johnston; Essay Prize, V. W. Richards. P. S. Richards has gained a Classical Scholarship at Corpus Christi College, Oxford. A. I. Draper, G. F. Tetlow, W. H. Milne, played for England *v.* Ireland, at hockey. Mr. P. J. Ellis has taken the place of Mr. Jacob as form master of the Modern III., and Mr. Kingsford has come from the Preparatory School to take charge of the Modern First for this term. In the singing competition Wilson's again were first and Christie's second; C. P. Monks won the prize for unbroken voices; Cutter for broken. For the Fives Cup Atkinson's were first; Mr. F. B. Wilson and J. N. C. Johnson won the School Fives Doubles, and J. N. C. Johnson won the Fives Championship, E. P. Johnson the Junior Championship. Hainsworths won first place in the Second Eleven hockey matches. Our O.R. team was beaten by Old Carthusians in the final of the Arthur Dunn Cup Competition by two goals to love. The Preparatory School is larger than ever, and has a staff of four regular masters. Prize Day is on June 15, when the Bishop of Manchester will give away the prizes.

TONBRIDGE SCHOOL.—The examination for entrance scholarships will be held on June 14 and the following days. Candidates should send in names and certificates to the School Registrar on or before June 10.

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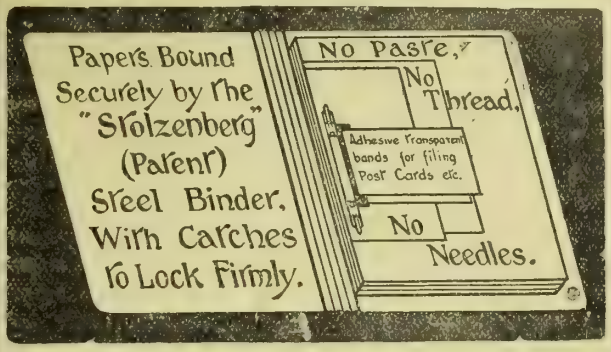
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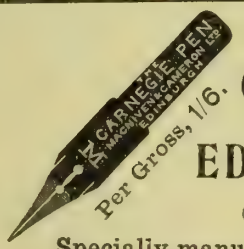
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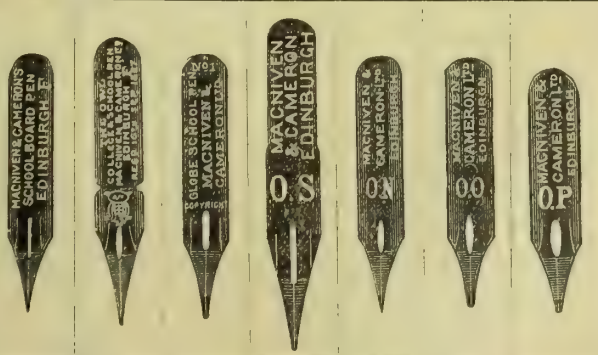
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THE ROYAL COLLEGE OF SECONDARY TEACHERS.

THE College of Secondary Teachers has passed the embryonic stage, and we have before us the scheme as drafted at the Conference of March 23 and revised by the Committee there appointed.

The scheme has long been incubating, and some of the practical difficulties which threatened to wreck it in its first form have been, fortunately, removed ; but there are others to which, in no hostile spirit, we would draw attention ; and there are, further, some points of principle involved in the articles of association which must be cleared up before we could give it a whole-hearted support.

The objects of the new College are set forth under six heads :

1. To promote sound learning, and, in particular, to advance secondary education.

2. To form a corporate body of teachers as fully representative as possible of the various branches of secondary education.

3. To afford facilities for acquiring a knowledge of the theory and practice of secondary education ; to test ability to teach in secondary schools, and to grant diplomas therefor.

4. To examine, and to grant certificates of proficiency to, pupils in secondary schools. To conduct inspections of secondary schools, and to report thereon to the Council, and for public purposes.

5. To press upon Central and Local Authorities the importance of freedom and diversity in education, so that they may recognize and aid various types of secondary schools, whether public or private.

6. To advocate the claims of efficient private schools for such recognition and aid, on grounds both of equity and of the economy of public money.

When we read these objects in connexion with the proposed constituent bodies, the first comment that occurs to us is that no attempt is made to define secondary education. Does it include or exclude technical education? This is no idle logomachy, but a very practical issue. Apparently it is excluded, as no association of technical or science teachers is admitted ; but in that case the College will not carry weight with Local Authorities as the exponent of the views of teachers on education other than elementary, and one of the most important branches with which these Authorities have to deal will be left out in the cold.

Under the same head we may note that to speak of a "theory of secondary education" seems to us no less absurd than to speak of a theory of public and private, of day and boarding schools, of fifty-pounders and hundred-pounders education. Schools are and should be differentiated, but the theory of education is one and indivisible. Thring, as he tells us, learnt his theory as a Sunday-school teacher, and Arnold as a private coach. Both *ex vi termini* would have been disqualified for the new College diploma.

This raises the larger question, whether examination and inspection are among the legitimate objects of the new College. The Board of Education is rapidly completing its organization for the inspection of secondary schools, and, through its Consultative Committee, is considering a scheme for Leaving Certificates. The older Universities both inspect and examine, and the University of London is starting its scheme of Leaving Certificates. If the College is a third and rival body, fighting for its own hand, will its advice to the Central and Local Authorities be considered disinterested?

We pass on to consider the proposed federated associations, of which, as at present advised, there are eight—Head Masters' Conference, Head Masters' Association, Head Mistresses' Association, Private Schools' Association, Preparatory Schools' Association, Assistant Masters' Association, Assistant Mistresses' Association, Teachers' Guild, College of Preceptors. The list is faulty, no less by reason of its admissions than of its omissions. The most numerous, and, in some ways, the most important body of all, must at starting be ruled out as disqualified. The Teachers' Guild by its articles of association comprehends teachers of every class, and more than a sixth of its constituents are at the present moment engaged in primary schools. It is obvious that, unless the Guild is reconstituted on a new basis, it cannot possibly form part of a College whose chief aim is to express the views of secondary teachers, and to counterpoise the preponderating influence of the N.U.T. On the other hand, we cannot surmise on what grounds the Modern Language Association and the Association of University Women Teachers, either of which outnumbers some of the chosen eight, are excluded.

Finance is a secondary matter, on which it is hardly worth while at this stage to enter; but, as was pointed out at the preliminary meeting, the proposed subscription of ten shillings would prevent most assistant mistresses—and, we may add, assistant masters—from joining; and the reduction offered to members of constituent bodies subscribing *en masse* is inconsiderable. Besides teachers, not a few, who belong to two or three associations, would be heavily mulcted. It is clear that for several years—we are inclined to say for all time—the College must be a federation, not an amalgamation. It is true that in the proposed Charter it is ordained that "the offices, the officials, &c., of the existing College of Preceptors be at the service of the new College," but, clearly, the College of Preceptors has neither the room nor the staff to carry on, in addition to its present operations, the work of seven secretaries in as many different offices. Each organization has its own work to do, and must carry it on independently and at its own cost. The subscription to the College must be additional.

The College of Preceptors has been approached and urged to abandon its present Charter, and apply to the Privy Council for a new Charter, whereby it would eventually make over all its property, real and personal, but would remain during the process of painless extinction, or, as the promoters would put it, of *apotheosis*, "primus inter pares." The proposal has not yet been considered by the Council, and it would be premature to express any opinion as to its feasibility. We may, however, note that all the objects of the new College are covered by the Charter of 1849, and it is only in the matter of government and finance that an amended Charter is required. The legal difficulties in the way of transferring property from one corporation to another are grave, if not insurmountable.

We still hold to our opinion that a federation of secondary teachers is, on grounds of public policy, most desirable; and we are glad to learn from Canon Bell, the Chairman of the Executive Committee, that, whether the College of Preceptors consent or not, the Federation Committee will go forward with the general scheme. We hope we have served the common object in pointing out certain modifications in that scheme which seem to us imperative.

CALENDAR FOR JUNE.

[*Items for next month's Calendar are invited. Matter should reach the Office, 3 Broadway, Ludgate Hill, London, E.C., by the 22nd inst.*]

1.—Guildhall School of Music. Send in forms for July Exam.
1.—Royal University of Ireland. Send in forms for Engineering Exams.
1.—London University Intermediate B.Sc. and Preliminary Science M.B. Return forms.
1.—Bedford College, London. Last day for applications for Reid Fellowship to be received.
2.—Birmingham University Matriculation Exam. begins.
2.—Date of entry for Westfield College Scholarship Exam.
3.—National Froebel Union Elementary Certificate Exam. Return forms.
3.—London University Intermediate Medicine Exam. Return forms.
4.—Oxford Exams. for Women. Second Public Exam. Honours begins.
4.—Institute of Chartered Accountants' Intermediate Exam.
4.—Teachers' Guild, Section B. A Nature-Study Lesson, by Miss Von Wyss.
6.—London University M.A. Exam. begins.
6.—Return forms for Matriculation Exam. University of Wales.
7.—Institute of Chartered Accountants' Preliminary Exam.
7–8.—Invalid Children's Aid Association. Conference at the Guildhall, E.C.
8.—Royal University of Ireland. First Exam.
8.—Lampeter, St. David's College. Responsions.
10.—Return forms for College of Preceptors' Diploma Exam.
10.—Return Form 400 for Whitworth Scholarships; also return forms for Free Admissions for Science Teachers, Royal College of Science, Board of Education, South Kensington.
11.—Sheffield University College School Exam. Return forms.
12.—Irish Intermediate Board Exams. begin.
12.—Return forms for College of Preceptors' Pupils' Certificate and Junior Forms Exams.
13.—London University Matriculation Exam.
13.—Victoria University, Manchester. Preliminary and Honours Exams. in Arts, Science, and Law begin.
13.—Oxford Exams. for Women. First Public Exam. Scripture.
15.—Oxford Exams. for Women. First Public Exam.
15.—Pharmaceutical Society's Exams. Return forms.
15.—Law Society's Intermediate and Final Exams.
15.—Post Translations, &c., for *The Journal of Education* Prize Competitions.
15.—Bedford College, London. Last day for receiving entries for Scholarship Exam.
15, 16.—School Exam. held by the Royal Drawing Society.
17.—Oxford Exams. for Women. Responsions. Return forms.
18.—College of Preceptors. Council Meeting.
18.—Wellington College Speech Day. The King and Queen will be present.
18.—Westfield College Garden Party.
19–20.—Dublin University (Trinity College) Entrance Exam.
19–21.—Nottingham University College Exam. Open Scholarships.
20.—Society of Arts' Practical Music Exam. begins.
20.—Sheffield University College Scholarship Exam.
20–25.—Cambridge University Higher Local Examination.
21.—Institute of Chartered Accountants' Final Exam.
21.—Aberdeen Local and Higher Certificate for Women Exams. begin.
22.—Post School News, items for this Calendar, &c., and Advertisements for the July issue of *The Journal of Education*.
25.—Oxford Exams. for Women. First Public Exam. Honours Mathematics.
25.—Bedford College, London, Scholarship Exams.
25.—Bedford College Garden Party, Royal Botanic Gardens, 4.30–7.
25–26.—Herts. C.C. Major Scholarship Exams.
27.—Royal College of Science, South Kensington. Student-Teachers to send in Form 1,019 for Free Admission.
27.—Cambridge Teachers' Training Syndicate Exams.
27.—Bristol University College Entrance Scholarship Exam.
27.—University of Wales Matriculation Exam. begins.
27 (first post).—Latest time for receiving urgent prepaid school and teachers' advertisements for the July issue of *The Journal of Education*.
28.—London University Intermediate and B.D. Exam.
28–July 2.—College of Preceptors' Certificate Exam.
28–30.—College of Preceptors' Lower Forms Exam.
29.—Royal University of Ireland Engineering Exams.
30.—Oxford Exams. for Women. Responsions begin.
30.—Royal Academy of Music. Return forms for L.R.A.M. Exam.

The July issue of *The Journal of Education* will be published on Thursday, June 30, 1904.

HOLIDAY COURSES, 1904.

(Revised List.)

BAYEUX.—August 1–24. French. Apply—Monsieur Godal, au Collège, Bayeux.

BESANÇON.—July 1–October 31. French. Apply—Monsieur le Secrétaire de l'Université, 30 rue Mégevand, Besançon.

BOULOGNE-SUR-MER.—August 1–31. French. Apply—Monsieur Becar, au Collège Communal, Boulogne.

CAEN.—July 1–30, August 1–30. French. "Alliance Française" Courses. Apply—Mr. Walter Robins, B.Sc., Wanstead Cottage, New Wanstead.

DIJON.—July 1–October 31. French. Apply—Monsieur C. Cestre, 7 rue Le Nôtre, Dijon.

EDINBURGH.—Summer Meeting, August 1–27. Apply—Mr. D. Maclean, M.A., Outlook Tower, University Hall, Edinburgh.

GENEVA.—July 15–August 28. French. Apply—Monsieur Bernard Bouvier, à l'Université, Geneva.

GREIFSWALD. — July 13–August 1. German. Apply—Ferienkurse, Greifswald (Prof. Dr. Bernheim).

GRENOBLE. — July 1–October 31. French. Apply—Monsieur le Président du Comité de patronage des Etudiants étrangers, 4 place de la Constitution, Grenoble.

HONFLEUR.—August 2–30. Apply—Secretary, Teachers' Guild, 74 Gower Street, W.C.

JENA.—August 4–17. German. Apply—Frau Dr. Schnetger, Gartenstrasse 2, Jena.

KÖNIGSBERG (date not settled). Apply—Ferienkurse, Königsberg.

LAUSANNE. — July 19–August 27. French. Apply—Monsieur J. Bonnard, 17 avenue Davel, Lausanne.

LEIPZIC.—July 4. Sloyd. Apply—Dr. Pabst, Scharnhorst Strasse 19, Leipzic.

LISIEUX.—August 1–27. French. Apply—Monsieur Féquet, 12 rue de Rouen, Lisieux.

MARBURG.—July 11–30. Modern Languages. (Second Course, August 4–24.) Apply—Mr. W. G. Lipscomb, Grammar School, Bolton, Lancs.

NANCY.—All the year round. Special Holiday Courses, July 1–October 31. French. Apply—Monsieur Laurent, à l'Université, Nancy.

NEUCHÂTEL.—July 18–August 13. (Second Course, August 15–September 10.) French. Apply—Monsieur P. Dessoulavy, à l'Académie de Neuchâtel.

NEUWIED-ON-RHINE.—August 4–26. Apply—Secretary, Teachers' Guild, 74 Gower Street, W.C.

OXFORD.—August 1–16. Vacation Course in Geography. Apply—Curator, School of Geography, Broad Street, Oxford.

PARIS.—July 4, August 3, September 2. French. Apply—Secretary, Guilde Internationale, 6 rue de la Sorbonne, Paris.

PARIS.—Easter and Christmas Holidays. Apply—Monsieur Louis Jadot, 95 boulevard Saint Michel, Paris.

PARIS.—July 1–31. French. (Second Course, August 1–31.) Apply—Monsieur le Secrétaire, l'Alliance Française, 186 boulevard St. Germain, Paris.

SALZBURG (Austria).—September 4–17. History, Law, Science, Languages, &c. Apply—Dr. Richard Schuster, Salzburg.

SANTANDER (North Coast of Spain).—August 4–26. Spanish. Apply—Secretary, Teachers' Guild, 74 Gower Street, W.C.

SCARBOROUGH. — July 25–August 20. Kindergarten, Educational Handwork, and Nature Study (Educational Handwork Association). Apply—Mr. McWeeny, Hon. Sec., 17 Sawrey Place, Bradford.

SOUTHAMPTON. — August 1–13. Nature Study. Apply—Dr. J. Travis Jenkins, Hartley University College, Southampton.

ST. SERVAN, PRÈS ST. MALO, BRITTANY.—August 3–30. French. Apply—Dr. Gohin, Professeur au Lycée, Rennes.

TOURS.—August 2–24. French. Apply—Secretary, Teachers' Guild, 74 Gower Street, W.C.

VILLERVILLE-SUR-MER, TROUVILLE.—August 3–24. French, preparation for exams., "Alliance Française." Apply—Monsieur L. Bascan, 49 rue Caponière, Caen.

WHITBY.—July 30–August 13. Nature Study. Apply—Secretary, Co-operative Holidays Association, The Abbey House, Whitby.

*** Corrections and additions to this list are invited.

Programmes of most of these courses can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, S.W., where a Table of Modern Language Holiday Courses on the Continent, prepared by the Special Inquiries Office of the Board of Education, can be obtained.

Information as to lodgings for students at Honfleur, Neuwied-on-Rhine, Tours, and Santander (Teachers' Guild Courses) will be found in the Handbook, post free, from the Teachers' Guild, 74 Gower Street, London, W.C.

A list of addresses in several other Holiday Course centres will be found in "Holiday Resorts," 1s. 1d., post free, from same address.

The advertisement columns of *The Journal of Education* ("Continental Schools and *Pensions*") may also be consulted with advantage.

INCORPORATED ASSOCIATION OF ASSISTANT MASTERS.

[*The Executive Committee of the Council of the Assistant Masters' Association, in accordance with a resolution passed on December* 8, 1900, *adopted as a medium of communication among its members* "The Journal of Education"; *but the* "Journal" *is in no other sense the organ of the Association, nor is the Association in any way responsible for the opinions expressed therein.*]

THERE are many points of interest to masters in secondary schools in the report on "Education other than Elementary within the Administrative County of Lancashire" recently issued by Dr. Lloyd Snape, the Director of Education for the county. With regard to salaries, the report suggests that there should be shown in the balance-sheet of every public secondary school the salary paid to each assistant master, and that the same rule should apply to private schools desiring recognition by the County Education Committee. The comparative inefficiency of the assistant teachers, especially in many of the smaller secondary schools, is attributed mainly to small salaries and uncertain tenure. To combat these evils the report recommends (1) a definite scale of salaries for secondary teachers, with the requirement from the governors of any school seeking recognition that the assistants shall be paid in accordance with the scale; (2) appointment and dismissal by the governors, after receiving and considering the recommendations of the head master.

A new association is entering the field. A meeting held on May 14 decided by vote, after considerable discussion and opposition, to form an association of teachers in all schools and institutions, other than elementary, aided by the London County Council. Whether the new association is needed is a point on which there is difference of opinion. It is the intention of the promoters to include all teachers in such schools, whether men or women, heads or assistants. If it is to succeed as a representative association it must secure the support of head masters; and at the meeting this seemed doubtful. Considering the existence of the four Associations of Head and Assistant Masters and Head and Assistant Mistresses, it would seem more reasonable to support those that are already in the field than to begin again at the beginning with a new organization that must take some time to get to work. When any question arises on which the whole profession can act in unison there would surely be no difficulty in securing joint action of those teachers working in the aided schools, and that without any fresh association. It must not be forgotten that another association means another subscription. It was the original intention of the promoters to call the association "The London Secondary Teachers' Association." The inappropriateness of the name is obvious when one considers that at present there are in London so many large and well known public secondary schools receiving no aid from the County Council, and that private secondary schools are not included. It is to be hoped that a name will be found that better expresses the limitations of membership.

Two questions of interest have lately been raised by members. What claim for compensation has an assistant master whose property is destroyed by a fire on the school premises? It is evidently a point of some importance to resident masters. The second point also affects resident masters. Is a master entitled to compensation for the loss of board and lodging entailed when a school is shut up on account of sickness? He is paid a salary which takes into account the fact that he is provided with board and lodging, and the closing of the school means this dead loss. On another question affecting especially boarding-house masters some action is proposed. This is the old question of inhabited house duty. When a suitable time comes to press for reform here the I.A.A.M. is ready to help.

The educational activities of the Association have lately been considerable. In April representatives went to Cambridge in answer to an invitation from the Syndicate appointed to consider alterations in the course of studies in the University. Some notes prepared by our representatives and others will be found in the May *Circular*. In the same number of the *Circular* appears the completion of a report on "The Teaching of Elementary Plane Geometry." The first part appeared in March. The report is the result of arduous work by members of a special Sub-Committee, and is worthy of attention, not only from our members, but from all who have any interest in the subject.

COMMON EXAMINATION FOR ENTRANCE TO PUBLIC SCHOOLS.

THE following scheme has been approved by the Committees of the Head Masters' Conference and of the Association of Head Masters of Preparatory Schools :—

1. The general control of the examination will rest with a Board of five Managers, consisting of three representatives of the Head Masters' Conference and two representatives of the Association of Head Masters of Preparatory Schools. The members of the Board of Managers for 1904 are :—Head Masters' Conference : Rev. Canon Bell, Rev. H. A. James, D.D., Rev. H. A. Dalton ; Association of Preparatory Schools : Mr. E. D. Mansfield, Rev. H. Bull.

2. The Entrance Examination of the public schools accepting the scheme (see list) will be held simultaneously once each term under identical conditions and with identical papers.

3. The examination will be held (1) at the public school concerned, as hitherto ; (2) at any preparatory school (belonging to the Association and containing at least twenty-five boys) that makes application. The examination is to be conducted under the personal supervision of the head master of the preparatory school or his responsible deputy.

4. The papers will be set by examiners appointed by the Board, and will be submitted to the Board for approval before they are finally adopted. Candidates' answers will be sent to the public school concerned and looked over by the staff as hitherto.

5. Papers will be set in the following subjects :—(1) *General Paper* (Scripture, History, Geography) ; (2) *English Paper*, to include (*a*) reproduction of some short story, (*b*) a short essay on a simple subject, (*c*) easy grammar questions ; (3) *Latin Paper*, to include (*a*) grammar, (*b*) prose or sentences, (*c*) easy unseen with words given ; (4) *French Paper*, to include (*a*) grammar, (*b*) exercise or sentences, (*c*) easy unseen with words given ; (5) *Greek* (or *German*) *Paper*, the scheme to be similar to that of the French Paper (both subjects cannot be taken) ; (6) *Mathematical Paper*, to include (*a*) arithmetic, (*b*) algebra, (*c*) geometry ; (7) *Latin Verse* (or *Science*), *Extra Papers*.

(6) A fee of 10s. will be payable by the head master of a preparatory school belonging to the Association for each candidate at his school. No fee will be charged to those candidates who are examined at the public school.

7. It is proposed to hold the first examination on June 28 and 29, 1904.

8. The head masters of the following schools belonging to the Head Masters' Conference have signified their willingness to adopt the Common Examination :—Aldenham, Bedford, Bradfield, Brighton, Charterhouse, Cheltenham, Clifton, Denstone, Dover, Durham, Epsom, Felsted, Giggleswick, Guernsey, Haileybury, Ipswich, Marlborough, Radley, Repton, Rugby, St. Bees, Sedbergh, Tonbridge, Westminster, Worcester (King's School).

REVIEWS AND MINOR NOTICES.

The Thesmophoriazusae of Aristophanes. Acted at Athens in the year B.C. 410. The Greek Text revised, with a free Translation into English Verse, Introduction, and Commentary. By BENJAMIN BICKLEY ROGERS, M.A., sometime Fellow and now Honorary Fellow of Wadham College, Oxford. (Price 7s. 6d. Bell.)

Scholars will soon begin to look forward to the instalments of their Rogers as their periodical treat. Even those who had for years enjoyed their "Frogs" found a new joy in Mr. Rogers's pointed wit and sparkling lyrics : when they receive a play less familiar, such as "Ecclesiazusae" or "Thesmophoriazusae," the translation comes with something of a novelty. Even a science man could enjoy it, and perhaps Prof. Armstrong himself could get some idea how great an influence Greek literature has upon the imagination.

An edition of the play with notes is badly needed. There have been a good many recensions of the text, more or less complete, but very few commentaries. And yet the play presents some specially interesting features, notably the specimens of debased Greek spoken by the Scythian. The text is in a corrupt state. Mr. Rogers has, we think, made a valuable contribution towards its improvement. His good judgment and acute insight are visible all through, and we may mention a few instances where he has made happy suggestions.

In 710, the reading is *ἀλλ' οὖν ἥκεις ὅθεν ἥκεις*, which has a syllable too few for the first line of an anapæstic system : Mr. Rogers restores *ὅθεν οὐ φεύξει*, which is actually quoted by the scholiast and suits the context exactly. Almost equally good is *ὧδέ πως* for *Ἰωνικῶς* (unmetrical gloss) in 163 ; see also 367. In 987, by a simple transposition, he reads *πάντως δὲ νηστεύωμεν*. His insertion of *μὲν* before *ἕνεκα* in 443 is better palæographically than any other suggestion ; and most of his other conjectures and alterations, although not all equally convincing, are both sensible and cautious. Less likely is *κατάθου μὲν* for *ἄνωθεν* in 1181, which is a guess rather than an emendation. His allotment of vv. 101 *ff.*, which he gives all to Agathon in two characters—as actor and as chorus—is better than to suppose that the chorus of the play takes part in his soliloquy. We do not, however, feel convinced by Bentley's *ὤλβιζε* for *ὥπλιζε* in 107 : *ὥπλιζε* may have been a special affectation of Agathon's, in the sense "bring him on fully armed." There is wit even in the critical appendix ; in fact, Mr. Rogers is a rogue, always enticing us to laugh at something. What a judge he would have been, to be sure ! In this he presents a pleasing contrast to the Germans (see on 557, 845). The commentary is bright and original, and Mr. Rogers often gives us elegant translations of the pieces he quotes—here a rendering of an ode of Alcman, there of a Greek epigram. His quotations from English literature are singularly apt. "The Wife of Bath" illustrates Mnesilochus's list of female peccadilloes ; Sir Walter Scott gives us the poacher, to "jink ye back and forward like a flea in a blanket," as parallel to the Scythian's simile of the dancing girl : *ὥσπερ ψύλλο κατὰ τὸ κώδιο.* The renderings in the notes are generally brilliant : what could be better than "I'll Helen you !" for *πικρὰν Ἑλένην ὄψει* in 853 ? His citations are to the point, and contain much learning (*e.g.*, 331 on the *ἀρά*) ; but we confess that here we should have liked fuller measure. Mr. Rogers might with advantage turn his attention to material antiquities, such as inscriptions and vases. There is a well known vase-painting of the first swallow of spring, inscribed with the exclamations of the persons who saw it, which would illustrate the first line of the play (Baumeister, "Denkmäler," pages 1985–6). The "barbarous" form *συβήνη* (1197) is found in the Attic lists of votive offerings—*e.g.*, "C. I. A.," ii. 660. The formulæ of the Assembly and Senate (372) could be fully illustrated from the same source, and the pet names for women like *Ἐλάφιον* (1172). A few other omissions may be mentioned. The stage direction (129) may be illustrated from the "Eumenides." The clay seals (425) recall Mr. Evans's finds in Crete. The intensive *περί* (535), an Æolism found also in Homer, reminds us of the theory of Prof. Ridgway that Old Attic and Æolic had much in common—a theory which might be more fully illustrated by a careful study of Aristophanes's colloquial style. The ellipse of the verb in 846 is worth notice.

Turning to the Introduction, we have first to notice an ingenious discussion of the Thesmophorian Feast, in which Mr. Rogers argues that there were only four days, and that the phrase *ἡ μέση* means not the middle day of an odd number, but the intermediate day between the *Κάθοδος*, or descent into Hades, and the *Καλλιγένεια*, or Persephone's New Birth. He gives careful consideration to the date of the play, and concludes that it should be placed in 410, not (as some would hold) 411. Here he seems to us to be quite right : the allusion to the dismissal of the Five Hundred (Thuc., viii. 69, 70), which took place in 411, seems to be undoubted. This is not the only argument in favour of the later date ; but the discussion is full of detail, and we must refer the reader to Mr. Rogers.

The English version is freer and more of a paraphrase than the others. This is partly due to the necessity of softening the coarseness of the original, partly to the fact that Mr. Rogers made most of it from memory. This lessens its value, because there is no doubt that Mr. Rogers might have made it closer. We wish he had. But it is full of the same wit and spirit, the same extraordinary skill in rime and rhythm, as the other translations. His lyrics are simply delightful—fresh, spontaneous, and deft. When he has finished with Aristophanes, we hope he will try his hand at a comic opera—but not before.

Experimental Psychology and its Bearing upon Culture. By G. M. STRATTON. (Price 8s. 6d. net. Macmillan.)

The title is hardly satisfactory. The book is planned so as to attempt two aims. The first is to give an untechnical account of a selection of experiments in psychology and to show their significance. The second aim is to show "the character and

value of the laboratory psychology, especially as bearing upon our moral and philosophical interests." Especial attention is thus given to the interpretation of the experimental results to show (1) their scientific import; (2) their suggestion for the general view of life and for speculation. It is, we suppose, the latter aspect which is intended in using the term "culture." Prof. Stratton gives an interesting historical introduction. He states the reasons for the origin and development of experimental psychology. He points out the difficulties and limits of introspection as a method, and the desirability of some supplementary objective method. He describes the influence of British empiricism, and the weariness of Germans with regard to metaphysics, and the turning of Goethe to experiments on colour. He notes that the astronomer Bessel pointed out that the elimination of the "personal equation" was necessary. Helmholtz in problems on the borderland of physiology and psychology, and Gall and Spurzheim in phrenology, stimulated the use of experiment in psychology. All these influences led up to the specialistic work of Weber and Fechner. These experiments were succeeded by those of Prof. Wundt at Leipzig.

Prof. Stratton first shows that, though experimental psychology started in physiology, yet it is essentially founded on self-observation, *i.e.* on introspection. He discusses the possibility and difficulty of mental measurements. He examines the evidence for "unconscious ideas." Then he gives an account of illusions. He considers their significance to be that "the mind even in what appears its most passive moments, is in ceaseless activity, and that its various powers of intellect and feeling and will constantly interplay." He then describes experiments and experiment-results on Mental Space (especially the Space of the Blind), the Harmonies and Discords of Space Perception, Memory and the Influence of Time, Temporal Signs and the Range of Memory, Imitation and Suggestion, the Enjoyment of Sensations and their Forms, Colour and the Differentiation of the Fine Arts. Then follows a chapter on "The Connection of Mind and Body," in which the writer urges that a mental state and its expression are one and inseparable.

> What goes on in our minds never is really there until it is expressed. Externalizing an idea in some way, putting it off from us, so that it may return upon us as from without, is the only way to gain possession of it ourselves. As to the relation between mind and body, the writer is disinclined to throw in his lot with those who advocate a fitting statement to be "psycho-physiological parallelism," and is inclined to accept "interaction," or, at any rate, "correspondence."

The especial *differentia* of this book from other works on psycho-physics is that particularly dealt with in the last chapter, viz., "The Spiritual Implications of the Experimental Work" in psychology. Whilst claiming that experimental results point to psychological facts as following laws and subject to uniformity, as facts in other regions of study are subject to law, Prof. Stratton considers that recent psychology has raised the conception of the worth and reality of the soul.

> Psychology is already assisting us to recover from that almost exclusive attention that has been given for so many years to the parts of Nature that are below the human plane. And in the end it will be clear that man can never be understood until he is regarded not simply as a physical fact, not merely as a group of psychological phenomena, but as a centre and source of activities—as an underlying reality—of which the special occurrences with which our laboratory experiments are busied are but surface and outcrop.

Prof. Stratton writes interestingly and enthusiastically, and we can recommend the reading of the book by all who either are acquainted with, or wish to gain an insight into, the bearing of psycho-physics. But the two-fold view of giving an account of the scientific facts of experimental psychology and of explaining those facts in the light of their bearing on moral and philosophical outlooks requires concentration often on two things at a time, when often *one thing at a time* would be enough for the attention. Still, the book is attractive.

Chambers's Cyclopædia of English Literature. Vol. III. (Price 12s. 6d.)

This third volume of the "Cyclopædia" begins with Wordsworth and "essays to bring down the story to the present time and include—under obvious limitations and conditions—the writers of the day." Before venturing on any criticism of this sequel to the two excellent volumes which we have already noticed, it is only fair to premise that it is scarcely possible that the volume dealing with such a period could be as satisfactory in effect as the earlier ones, though just as good work may be put into it. Concerning the work of great writers so near to us as those whose names appear in this volume there is no firmly established body of opinion which through a century or two has "broadened slowly down," as in the case of a Shakespeare or a Spenser, and which can be taken as a starting point by the critic.

The personality of these writers still clings to them—to some minds, indeed, an added and alluring beauty; to others "a low mist which cannot blot the brightness it may veil"; to others, again, an impassable barrier of the accidental which time must clear away to leave, revealed at last, the enduring and universal. Certain divergences of opinion as to their work must be accepted as inevitable. Final criticism is as slow a growth as any great literature itself. To take an example: it is hard not unduly to resent the treatment of Shelley's influence on Browning as simply and solely shrouding him for a time in "atheistic darkness," dispelled by the atmosphere of a "Christian household." We would fain have believed that some advance towards a more charitable and truer appreciation had been made since Shelley wrote his tragic indictment of the world:

> His branded and ensanguined brow,
> Which was like Cain's or Christ's. Oh! that it should be so!

Happily, Browning has given his own appreciation of this "pard-like spirit," and we have but to turn to Mr. Swinburne's article on Shelley in this same volume to read a eulogy which, if it can scarcely be said to stay "on this side idolatry," is most refreshingly inspiring and convincing, and shows throughout the sympathetic understanding which is the touchstone of enlightening criticism.

The article on Keats, suggestive in many ways, seems to lack this fully understanding sympathy. Wordsworth's influence on Keats is alluded to, but in no way defined, and we must emphatically disagree with the statement that "Endymion" "may almost be compared with the hero of the Prelude." The dominant note which pervades and draws together all the Odes is clearly brought out, though in a way which suggests rather too much the Pauline attitude towards "all creation."

But it is pleasant to turn from the finding of flaws to mention such parts of the book as Prof. Ker's sound appreciation of Wordsworth, followed by over ten pages of most wisely selected poems. The only omission we would note here is that of any allusion to the debt undoubtedly owed by Wordsworth to Coleridge in the way of poetic inspiration. This article is followed by a very short, but suggestive, paragraph on Dorothy Wordsworth. It is impossible in small space to do more than comment on scattered portions of the book. Prof. Dowden contributes an excellent article on Matthew Arnold, though in it the various works are treated in such detail as may make it seem out of proportion when compared with the space accorded to other writers as important.

The selections are in most cases well chosen and illuminating; yet the many-sidedness of Thackeray's humour scarcely has justice done to it by scene of Sir Pitt Crawley's proposal; nor, again, are those aspects of Landor's genius illustrated which he shows in the "Decameron" or in "Jeanne d'Arc"; nor is Mr. Meredith shown as the poetic philosopher of our generation by the short extract from one of his lighter poems, beautiful and graceful as it is. The portraits reproduced are many of them excellent. The frontispiece is from Landseer's portrait of Sir Walter Scott. And another attractive feature of the book is the bibliography. It is a volume which any teacher of literature should welcome on his shelf, even if he did not possess its two excellent forerunners.

The Poems of Gaius Valerius Catullus. With an English Translation by F. W. CORNISH. (Price 7s. 6d. net. Cambridge University Press.)

This new edition, with its bold clear type, broad margins, and binding of white buckram, is a fitting counterpart of the *lepidum novum libellum* presented to Cornelius. The translation which faces the text is accurate, as we should expect from a Vice-Provost of Eton College, and good English, of which Mr. Cornish's literary criticisms have proved him a master. There is no attempt at poetical or even rhythmical prose: it is of the Cambridge, not the Oxford, school of translation, and reminds us rather of Munro's "Lucretius" than of Conington's

"Vergil." The difference will be clearly seen if we compare Mr. Cornish's rendering with a fragment given in Mr. Mackail's "Latin Literature":—

Throw open the fastenings of the door; the bride is coming. See you how the torches shake their shining tresses? So in the painted garden of a rich owner stands a hyacinth flower—but you delay, the day is passing; come forth, new bride.

Open your bars, O gates! the bride is at hand! Lo, how the torches shake out their splendid tresses! Even so in a rich lord's garden-close might stand a hyacinth flower. Lo, the torches shake out their golden tresses: go forth, O bride! Day wanes: go forth, O bride!

Or we might compare "Laugh out aloud whatever laughter you have in the depths of your home" with Calverley's "Ring out, all ye laughter peals of home."

In the delicate matter of expurgation we cannot think that Mr. Cornish has been quite successful. Why promise "an absurdly funny thing" when the fun that follows is too gross to repeat? On the other hand, the lines:

Nam castum esse decet pium poetam
Ipsum, versiculos nihil necessest,

are too characteristic to omit, even if they must be severed from their context. CV., which is admitted, is either obscene or meaningless.

To be quite candid, the work seems to us to fall between two stools. The scholar, while appreciating the care bestowed upon the text, will not be content with an expurgated text, and desire a fuller *apparatus criticus*. The lay reader, even if he prefers prose to poetry, will require some notes on the matter, and prefer, if only on that score, Sir Theodore Martin.

The Agamemnon of Æschylus. Translated into English Verse by EDWARD THRING. (Price 10s. 6d. net. Constable.)

This posthumous work, the loving labour of many years, comes forth in a shape that would have delighted the author—limp leather binding, hand-made paper, and clear-cut type. The editor sees a close affinity of genius between his father and Æschylus. "The key of Edward Thring's nature was simplicity His (Æschylus's) craftsmanship was rugged simplicity." That as "teachers best of moral prudence," dealing with "high actions and high passions," the two were near akin, we should be the last to deny; but to describe the style of Æschylus as "simple," without any qualification, seems to us an abuse of language. Even to his contemporaries, and quite apart from corruptions of the text, Æschylus must have been obscure. The thought is often too pregnant, too weighty for the language, and even to the subtlest commentator is often "half revealed and half concealed." Thring's genius was not subtle, and here his translation fails, though he gives us the ruggedness and force of the original. Take the opening lines of the play. Ἄγκαθεν cannot mean "on my elbows." "I sentinel the token light" is a bold phrase for which there is no warrant, any more than for "with nightly tramp." "My master's luck I count has won the game" is a misrendering for "I shall put to my score my master's good luck." And this by no means exhausts the difficulties of a comparatively simple passage. From the same cause Thring is far more successful with the dialogue than with the chorus. The dominant metre—lines of three and a half feet—lacks variety; and the rimes—sometimes consecutive, sometimes alternate, and sometimes intermittent—lack the supreme quality of inevitableness. On the other hand, the beacon race is finely rendered—we wish we had space to quote it—though even here there are lines—

"With might and main a right great beard of flame
They onward fling in fiery might outcast"—

that need the final touch of a vanished hand.

The Making of English. By HENRY BRADLEY. (Price 4s. 6d. Macmillan.)

"The object of the book is to give to educated readers unversed in philology some notion of the causes that have produced the excellences and defects of modern English as an instrument of expression."—We might well content ourselves with affirming that the object thus clearly stated by the author has been worthily accomplished; but a bare statement like this creates, not unjustly we fear, a suspicion of the reviewer's incompetence or laziness. Let us add, then, that we have read the book through with keen interest, and reperused several chapters; that we have found little or nothing to gainsay or correct, though we wished it fuller and more complete. In particular, we should have welcomed a chapter on recent syntactical tendencies—the split infinitive; the *participium pendens* ("considering this it is useless, &c."); the construction of verbals, as in "there is no doubt about France resisting the claim"; and several other constructions that are struggling for legitimization. Mr. Bradley has the charm of simplicity and clearness that has made Trench's "Study of Words" a household book for two generations of readers; but he is a far sounder and more scientific philologist than the Archbishop. The only book we know which deserves to be bracketed with "The Making of English" as an exposition of philology at once popular and philosophical is Darmestetter's "La Vie des Mots." Would it not be more correct to classify "his" as a personal adjective than as a "personal pronoun"?

First Principles of Harmony. By S. S. MYERSCOUGH. (Price 2s. Weekes & Co.)

Mr. Myerscough, who is engaged almost exclusively in teaching elementary harmony, found himself in need of a text-book dealing with "first principles." Having himself been unable, up to four years ago, to "feel" harmonies—mentally to hear them—he has a peculiar sympathy with others who must be in like case. Hence this little book, in which the student is encouraged to practise himself in the use of the main diatonic chords, including the dominant seventh, and to cultivate the faculty of hearing mentally, through paying very close attention to the impressions produced by certain progressions, particularly as the cadence is approached and finished. In the hands of a skilful teacher "First Principles of Harmony" should be found an effective instrument. The rules it gives are clear and the illustrations sufficient; but the merit of the work, so far as it is original, is in the help it gives the student to grasp and memorize the "impressions" of chords singly and in succession, or in relation to their position in a musical phrase. By means of simple symbols these positions are identified, and the student is easily taught the principles of selection. A particularly interesting chapter in the book is that which treats of the subject of ear-training—a subject too often neglected by teachers, who seem unaware how large a percentage of their pupils consists of those who cannot hear at all. As Mr. Myerscough truly remarks: "The student who firmly determines to develop this dormant faculty of hearing mentally undertakes a task which, when accomplished (and during the accomplishment), will repay the time spent at it better than a corresponding time at any other musical study."

Oxford and Cambridge Yearbook. Part I.: *Oxford.* (Price 3s. 6d. net. Sonnenschein.)

We have to thank Messrs. Sonnenschein for another "Yearbook," which supplies a need, though not such a pressing one as "The Schoolmasters Yearbook." This work has been well planned, and the information given is just what we require—college, degree, chief distinctions, present occupation, address. As to the completeness of the list, we can apply only a very rough test. To estimate the number of Oxford and Cambridge men now alive is an elaborate calculation that only an actuary could undertake. The editor states that he has made it, and is satisfied thereby that very few names have been omitted. The present reviewer was unfortunate in his *sortes*. He looked out his own name, and found that only two of four were entered. An inspection of a hundred consecutive names, taken at random, gives some curious results as to occupations. There were 51 clerics (counting one dissenting minister), 15 law, 6 scholastic, 3 Civil Service, 4 medical, and 21 unnamed—half of whom perhaps might be entered under the generic "gentleman." The preface is undated, and there is no indication of the closing date for entries, or how soon we may expect Part II. It would have been better, under the circumstances, to head the pages "Oxford Yearbook." In publications of this sort it is the first step that costs (in every sense of the word), and we may congratulate the editor on having made a good start.

Radio-activity. By E. RUTHERFORD, D.Sc., F.R.S. (Cambridge University Press.)

Though the subject is comparatively new, as most of our readers will realize, it is astonishing what a considerable amount of information the author gives us about the properties of radio-active bodies in four hundred pages or thereabouts. The book is one of the "Cambridge Physical Series," and it is a great tribute to the industry of the Cambridge school of physicists, of which Prof. J. J. Thomson is the distinguished head. The chapter on the Ionization Theory of Gases is excellently written, and includes some recent work in that field, and it is only fair to the author to say that this chapter was written before the publication of Prof. Thomson's recent book on "The Conduction of Electricity through Gases." So much of the ionization theory has been given as will lead up to the interpretation of the measurement of radio-activity by electrical methods, and the nature and properties of the radiations are fully discussed. In some cases it seems that emanations from radio-active substances will freely radiate into the surrounding gases; while in other cases these rays are confined to the material in which they are generated, and in order to be set free must be subjected to the action of some external agency, such as solution or heat. It is difficult within the scope of a short notice to refer in any fullness to this interesting subject, but it would well repay some of our readers to obtain the book and read it.

Applications of the Kinetic Theory to Gases, Vapors, Pure Liquids, and the Theory of Solutions. By WILLIAM PINGRY BOYNTON, Ph.D. (Macmillan.)

This is a most interesting book; but, of course, it presupposes a fair knowledge not only of physics and chemistry, but also of differential and integral calculus. It is not a volume to put into the

hands of a beginner, but to the mathematico-physicist of some experience it should prove valuable and instructive. The book comprises, amongst other things, some lectures delivered by the author during the years 1898 to 1901 in the University of California. The chapter on Transport Problems seems to us to be well written, as also that on the Equation of van der Waals; but we should be glad to have seen more on the recent researches in dissociation and condensation. The author does not appear to claim any originality in treatment of the subject, but he has presented the subject in a systematic form so far as he has gone.

Testing of Electro-Magnetic Machinery. By B. V. SWENSON, E.E., M.E., and B. FRANKENFIELD, E.E. Vol. I.: *Direct Currents.* (Macmillan.)

This useful work is appearing in two volumes, of which the first before us treats of electro-magnetic apparatus in reference to direct currents, and chiefly deals with dynamo-electric machinery. Not only do the authors appeal to college students, but they intend the book to be one of reference for practical engineers. Each experiment is self-contained, and the references to the authorities are placed at the commencement of each experiment, and, indeed, we have been much struck by the erudition displayed by the talented authors. An excessive use of mathematical analysis has been avoided where possible, and we think that the authors have exercised a wise discretion in this respect considering the public to which the book should appeal. The diagrams are good, and the spacing is clear, and the style is crisp and plain without being ungrammatical. The Shop Test Form in Appendix A seems very useful, and in particular the efficiency tests of dynamos or motors (Nos. 66, 67, and 68) seem to us well described.

A Manual of the Science of Laundry Work. By MARGARET CUTHBERT RANKIN. (Blackie.)

This is a small manual written in a scientific spirit for the use of laundry students. In fact, the book should be of considerable service if those interested in laundries would only take the trouble to read it. There are useful chapters on Soaps and Alkalis in particular, and the tables of easy experiments at the end of each lesson should be serviceable. The book does not contain any description of laundry apparatus or machinery, neither does it pretend to do so; but we think the authoress has done well to collect so many facts together in such a small compass relating to the cleansing action of chemicals upon clothes.

Notes on Alternate Currents, for Students. By HAROLD H. SIMMONS, A.M.I.E.E. (Cassell.)

The book is intended as an introduction to a larger work to be published later by the author on "Electrical Engineering." It appears to contain the substance of some elementary lectures at the Finsbury Technical College. The book is clearly written, and the author does well to illustrate the meanings of quantity and current by reference to analogous ideas in the domain of mechanics. A certain number of equations and symbols, even in an elementary treatment, are necessary; yet the book is remarkably free from needless quantities of analysis.

Practical Chemistry. Part II. By WILLIAM FRENCH, M.A., and T. H. BOARDMAN, M.A. (Methuen.)

The scheme adopted by the authors in Part I. has been followed, and the early chapters on Gases seem to us to be clearly and instructively written for the benefit of students. The print is clear, and important remarks or propositions are stated in bolder type. This plan, no doubt, is a good one, and should help to impress a student with a better idea of what he should particularly notice. The Atomic Theory chapter seems clearly put in a small compass, and the authors have avoided the mistake of saying too much to confuse the beginner's mind. We think perhaps that more space should have been devoted to some of the carbon compounds; yet on the whole the authors have done their task well, and the practical questions at the end seem especially useful.

Elementary Physics and Chemistry. Book III.: *Chemistry.* By JOHN BIDGOOD, B.Sc., F.L.S. (Longmans.)

This is the third and last of the author's text-books in Physics and Chemistry, written in conformity with the specimen schemes of instruction issued by the Board of Education with the New Code of 1900. It is assumed that very few primary schools are nowadays unable to command a few simple pieces of apparatus to illustrate the lessons. The design of the book is clear and lucid, and we can heartily recommend it to beginners. The diagrams also are good, and in this respect the author has rightly borrowed what is good and yet simple from the drawings of other authors. The treatment of hydrogen seems to us excellent, as also is that of carbon dioxide. We have not seen a single chemical equation in the book; yet we do not think an elementary descriptive book any worse on that account.

Cunnie Rabbit, Mr. Spider, and the other Beef. West African Folk Tales. By FLORENCE M. CRONISE and HENRY W. WARD. Illustrations by GERALD SICHEL. (Price 5s. Sonnenschein.)

We regret that through inadvertence we have left this remarkable collection of West African folk tales so long unnoticed. The stories, which have never been printed before, were got together by Miss Cronise without desire to publish them. She was interested in the natives, and sought to become more intimate with their lives and characters through the medium of their national literature. And, as a teacher in a mission school in Sierra Leone, she had good opportunities. It was in the main from the children that she gathered her material. "Various devices had to be resorted to, the commonest being to offer some attractive little inducement to a child of the neighbouring or adjacent town. The child, curled up on the floor, or perched on any convenient object, would at once evince the most sympathetic interest, and then it would be a simple matter to draw out stories heard in the native wilds. By rapid writing, so abbreviated as to approach shorthand, the narratives were taken down literally word for word. Then, again, familiarity made it possible to sit near a group of children gathered in the evening for talk and laughter, and thus to overhear the conundrums they propounded and the stories they related to one another." The stories are all about animals, and each animal represents a moral or intellectual characteristic. "Mr. Spider" is the national "Jew," a creature of infinite craft and industry, an impersonation of genius triumphant over all enemies and obstacles. "Mr. Deer" is stupid and always deceived. The Elephant is enormously strong, but lacking in acuteness. The Cunnie Rabbit, who appears to be a progenitor of the negro Brer Rabbit, is intelligent and lovable. But, alas for the paradox! he is not a rabbit at all, but "the water deerlet or chevrotain, noted for its nimbleness and cunning," a little creature eighteen inches long, with a soft, fawn-coloured skin and dainty legs and feet. We have not space in which to tell any of these tales. They are, however, well worth knowing, full of naïve cleverness, humour, malice, and character.

The Lighting of Schoolrooms. By STUART H. ROWE, Ph.D. (Longmans.)

This is a very important subject, and is one that is too often neglected by school authorities when considering designs for their class-rooms. We would recommend this little book to be read by every one interested in school hygiene. Of course it is only too true that many of us must inherit the defective buildings erected by our predecessors; but this book well illustrates how, when we have the opportunity, we can make the most of our space for lighting new schoolrooms. The plans on figures 11, 13, and 16 seem to us to be particularly good. How much deficiency in eyesight in our children would have been spared in times past if the modern rule of a minimum of window space one-sixth of floor space had been followed! The book contains a fair bibliography at the end, and also a list of the various kinds of window materials.

A School Poetry Book. By W. PETERSON. (Longmans.)

The volume consists of two parts—a junior and a senior school poetry book, and is a new impression of previous publications bound up in one volume. In our opinion the author has shown excellent judgment in his selections, and we can heartily recommend the book to teachers of our literature. Of course, we are aware that it has many times been said that it is better to give a child the originals rather than a book of excerpts, so that the student may breathe the atmosphere of the author; but we think that a book like this has many uses for young learners. The book certainly is thoroughly representative; but, if we may make a suggestion, we should have liked to have seen more extracts from Shakespeare. Let us hope that the good old practice of "recitation" in our schools is not being entirely crowded out in the hurry of modern subjects.

Introduction to Quaternions. By the late Profs. KELLAND and TAIT. Third Edition, prepared by C. G. KNOTT, D.Sc. (Macmillan.)

This forms a good working introduction to a subject of mathematics too little known. The type is good and the problems are of considerable variety. Unfortunately quaternions are not very widely studied in England. It has been said of them that they do not seem to do anything that cannot be done by other processes; but the critics rather lose sight of the fact that the process in quaternions is uniform. Quaternions might well be introduced into more elementary courses of mathematics involving algebraic processes. We notice that Mr. Knott has had some connexion with Japan, where, we have understood, more is made of the study of the subject.

Calculating Tables. By Dr. H. ZIMMERMANN. Translated from German into English by L. DESCROIX. (Wilhelm Ernst & Son; Asher & Co.)

This seems to us to be a most useful work, and when the arrangement is thoroughly understood it should be of great service to those who are compelled to make calculations of some length and frequency. The chief table in the book contains all products of the numbers from 1 to 999 inclusive with each of the numbers from 1 to 100 inclusive. For instance, to multiply 477 by 67, we merely look at a page marked 470–479 at the right-hand corner in bold type and notice where a column of figures headed by 477 intersects a line of figures flanked by 67, and we find the result ready to hand. The spacing between the columns of figures is good. The book forms a good substitute for the slide rule in the case of those who are troubled with weak eyesight. There are also other tables of lesser importance.

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Practical Geometry for Beginners. By V. le Neve Foster and F. W. Dobbs. Macmillan, 2s. 6d.

Miscellaneous.

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Elizabethan Critical Essays. By G. Gregory Smith. Clarendon Press, in 2 vols., 12s. net.
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Dictionary of Names, Nicknames, and Surnames. By Edward Latham. Routledge, 3s. 6d.
Progress of Education in England. By J. E. G. de Montmorency. Knight & Co., 6s. net.
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Vers la Langue Internationale. Par Léon Bollack. Au Bureau de *La Revue* (Paris), 50 centimes.

(*Continued on page* 418.)

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These School and Teachers' Advertisements are continued from page 391.

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Continental Schools and *Pensions* Advertisements will be found on pages 419 and 421; other School and Teachers' Advertisements are continued on pages 421, 423, 424, 425, 426, 427, 428, 429, 430, and 431.

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The winner of the Translation Prize for March is the Rev. A. Jamson Smith, King Edward's Grammar School for Boys, Camp Hill, Birmingham.

The winner of the Extra Prize for March is Miss Muriel B. Gaskoin, 55 Rhadegund Buildings, Cambridge.

The winner of the Translation Prize for April is G. E. Dartnell, Esq., Abbotsfield, Salisbury.

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(*Continued on page 420.*)

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There was one pitfall in the La Bruyère into which all but the very elect fell; otherwise the piece presented no special difficulties. *Approbation* is defined by Hatzfeld, who quotes this very passage: "Autorisation de publier un livre, donnée par la censure, par l'autorité ecclésiastique." To render it "press notices," as many did, is a strange anachronism. The first sentence needed careful manipulation to avoid "since" being mistaken for a causal conjunction. "All that can be said has been said already, and we authors are too late by the seven thousand years that men have lived and thought on earth"—some such expansion is almost necessary to bring out the full sense. *Les mœurs:* "morals," is sufficient, including as it does the minor morals of society to which La Bruyère mainly refers. *Enlevé* is more than "taken from us"; it implies, as the context shows, "reaped and garnered." Again, the context determines the meaning of *esprit*—not "genius" or "wit" in the modern sense, but "wits," "cleverness," "intelligence." *Un magistrat:* here the tenses need attention—"There was a certain magistrate in the running for the woolsack, and yet he published an exceptionally ridiculous (grotesquely absurd) book on morals." *Qui contient des faits* is not easy to render neatly: it means, of course, fact as opposed to fiction (satire); "a simple narrative" might pass. *Donné en feuilles:* "passed about in manuscript, and marked 'private and confidential.'" *L'impression est l'écueil:* "printing is the rock ahead (the rock on which it splits)." The last sentence was quite needlessly watered down. Why not "Like infants who have waxed lusty on the good milk that has suckled them," and beat their foster-mothers"? "One" had better be avoided, as there is no corresponding adjective; "one's" is awkward, and "his" of doubtful correctness.

(*Continued on page 422.*)

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School and Teachers' Advertisements are continued on pages 423, 424, 425, 426, 427, 428, 429, 430, and 431.

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THE GYMNASTIC TEACHERS' INSTITUTE.—The annual display by the members of this Institute was held in the large hall of the Northampton Institute, Clerkenwell, on Saturday evening, April 30, before a large audience of teachers and ladies and gentlemen interested in physical training, among whom were Colonel Malcolm Fox, C.B., Inspector of Physical Training to the Board of Education, and Colonel the Hon. Scott Napier, Inspector of Military Gymnasia, and many well known teachers from the provinces. Members of the Gymnastic Teachers' Institute are teachers of physical training who are admitted to membership by examination, and the display was arranged to show physical exercises from an educational point of view, and was of a most varied and interesting character. The whole of the work shown was performed in first-rate style, and the Committee are to be congratulated on the successful manner in which the display was organized. The programme was a lengthy one. Mention should be made of the fine form and correct style of the work shown by the lady members of the Institute, the Misses Berry, Dillon, Durand, Eyles, Franklin, Gradwell, Heathfield, Klett, Prout, Roberts, White, and Tollemache, in exercises over vaulting-horse, advanced Indian clubs, and quarterstaff exercises; and the apparatus work of members of the Institute, Messrs. H. Arnold, Atkins, H. Davies, Moorhouse, Powell, Reeves, and W. Connor; and of Messrs. F. Richardson, Manning, and Shore, of the Northampton Institute Gymnastic Club, on the horizontal bar, parallel bars, and vaulting-horse, which was throughout of an advanced character, and shown in capital style. A fine Indian club solo was given by Miss Berry, and some exceptionally good skipping exercises, with solos, by pupils of Miss E. Hassell. There was a fine performance of fancy wand exercises by a quartette of ladies—the Misses D. and B. Stempel, Miss Ryan, and Miss Heath. A good set of dumb-bell exercises, with marching, was given by members of the Crawford Street Gymnastic Centre of the London School Board, under Miss Cranbrook. Wand and marching exercises by members of the Battersea Polytechnic Women's Gymnasium, under Miss Morse's direction, was a very good performance, as were also the iron wand exercises by members of the Goldsmiths' Institute, directed by Mr. Arnold. Indian clubs, by ladies of the Albion Gymnastic Club, directed by Miss Berry, was good. There was also a capital bout of fencing between the Misses B. E. and E. M. Bear. Some good exercises were shown over the vaulting-table by members of the Northampton Institute Gymnastic Club. Free exercises were well rendered by members of the South-Western Polytechnic Gymnasium under Miss Cartwright's direction. Another set of free exercises, composed by Mr. R. Oberholzer (who was prevented by illness from directing the exercises), were splendidly rendered by members of the Northampton Institute Gymnastic Club, winners of the Howard-Batten Shield of the Inter-Polytechnic Competitions, 1904; and a third set of free exercises, also composed by Mr. R. Oberholzer, by the lady members of the Northampton Institute Gymnastic Club, was a fine performance. The display was directed by Mr. T. Williams, the Hon. Secretary to the Gymnastic Teachers' Institute, assisted by Messrs. T. P. Cox and W. T. Powell.

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CANDIDATE for Intermediate B.A., with some teaching experience, seeks Post, in September, as ASSISTANT MISTRESS in Girls' Public School. Subjects: Latin, Mathematics, English, French. Apply—HEAD MISTRESS, Clergy Daughters' School, Bristol.

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JEUNE FRANCAISE, 22 years, Brevet Supérieur, some experience in France and five months as French Teacher in a School in England, seeks SITUATION in a School. Salary required.—Mlle. DÜRRLEMAN, Rochefort s/Mer, France.

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MUSIC MISTRESS (A.R.C.M.). trained three years Royal College of Music, desires Resident Post, in September, in Recognized School. 22. Piano, Class-Singing, Theory, Harmony, Elementary Violin. Excellent testimonials. Apply—G., 92 Regent Road, Leicester.

PARISIAN, 23 years of age (Brevet Supérieur) seeks SITUATION on mutual terms, or otherwise, in a School or family. Excellent references. Address—Mdlle. DELATTRE, 42 Rue de la Bienfaisance, Paris.

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LADY, young, with excellent University education and some experience, desires post as MISTRESS in Pupil Teachers' centre or good High School. Mathematics, French, English, Elementary Latin, Needlework. Salary, £100. Address—No. 6,237.*

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MUSIC MISTRESS. — Non-resident or Visiting Post required. Graduate Leipzig Conservatorium. Pupil of Zwintscher and Teichmüller, Leipzig; Max Mayer, Manchester. Advanced Piano, Harmony, Counterpoint, Performer, Sight-reader. Preparation for Examinations. Six years' experience. Address—No. 6,233.*

FRENCH.—Parisian, highly recommended, Brevet Supérieur, experienced in Teaching, would accept Post in High School or first-rate Boarding School.—MADEMOISELLE, 232 Eastern Road, Brighton.

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SWISS GIRL, 17½, Protestant, desires position, end of September, in Family or Pensionnat, to learn English. Can teach French, Painting, Piano. — Mlle. K., Le Vallon, Céligny, Canton de Genève.

SWISS GENTLEMAN, Protestant 23, University of Lausanne, desires Residence in English Family from July to October (inclusive), to learn English in return for teaching boys. French, German, Latin, Greek, &c. Ordinary Subjects.—E. COMBE, Le Vallon, Céligny, Canton de Genève.

GOVERNESS, M.A. Aberdeen University.—English, Latin, Greek, Mathematics, Botany, Logic, Zoology, History. Age 22. £40.—19,400, The Ladies' Agent, York House, 142 Kensington Park Road, W.

REQUIRED, in September, Post as JUNIOR MISTRESS. Passed Senior Cambridge and part of Higher Local. Two years' teaching experience. Small salary and advanced lessons to continue Higher Local. Excellent references.—Miss TIDD, Clifton College, Matlock Bath.

A.R.C.M., Solo Performance, desires Re-engagement as MUSIC MISTRESS in good School. Was for more than three years Student in the Royal College of Music. For three years Music Mistress in College. Prepares successfully for Associated Board. Great experience. Highest testimonials.—Miss SMITH, Brecon House, Wantage, Berkshire.

A MATHEMATICAL MISTRESS, experienced in High School work, requires Non-resident Post in September. Second Class Mathematical Tripos. Secondary subjects: Latin, German, and elementary Physics. Games. Age 25. Address—No. 6,266.*

Replies to these Advertisements should be addressed "*No.*——, *The Journal of Education, 3 Broadway, Ludgate Hill, E.C.*" Each must contain a *loose* stamp to cover postage on to advertiser. *Post Cards* will NOT be sent on.

MR. TRUMAN'S EDUCATIONAL AGENCY,

6 HOLLES STREET, CAVENDISH SQUARE, LONDON, W.

TELEGRAMS: "TUTORESS, LONDON." TELEPHONE NO.: 1167 MAYFAIR.

A.—EMPLOYMENT DEPARTMENT.

Mr. TRUMAN introduces (1) **University, Trained, and other qualified English and Foreign Lady Teachers** to Public and Private Schools (Girls' and Boys'); (2) **English** and **Foreign Governesses** to Private Families; and (3) **Lady Matrons** and **Housekeepers** to Boys' and Girls' Schools.

No charge is made to Principals, and the terms to Teachers and other ladies seeking appointments are reasonable, no charge being made unless an engagement be secured through this Agency.

B.—SCHOOL TRANSFER DEPARTMENT.

MR. TRUMAN undertakes the negotiation of **School Transfers** and **Partnerships,** and assists ladies seeking **School Premises.** No charge is made to Purchasers.

C.—PUPILS' DEPARTMENT.

MR. TRUMAN has organized a special Department for the introduction of Pupils to Schools and other educational establishments. No charge for registration.

Any negotiations entrusted to MR. TRUMAN will receive his prompt and careful attention, every effort being made to save clients as much time and trouble as possible.

Prospectus, References, and full Information on application.

CERTIFICATED KINDERGARTEN MISTRESS requires Post in a School in September. Five years' experience. In or near London preferred. Apply—C.L., Borthwnog, Dolgelly, N. Wales.

MUSIC MISTRESS.—High-class, trained, experienced, successful, Leipzig Conservatorium, &c. German (Grammar, Conversation). Disengaged in September. Address—CLAVIER, c.o. Mrs. Nockles, 8 Central Road, Cromer, Norfolk.

ASSISTANT MISTRESS, Registered, experienced and successful in preparing for examinations, desires Re-engagement in September. English Subjects and Mathematics. Churchwoman. —Miss BELCHER, 48 Victoria Road, Exmouth.

ASSISTANT MISTRESS requires Post. Experienced. Very successful (Higher Certificate, Honours; Ablett's Certificate). Drawing, Botany, English, Mathematics. Day School preferred. —A.D.D., 25 Montpelier, Weston-super-Mare.

MUSIC AND ELOCUTION.—Post wanted in September, by Certificated Teacher. Six years' experience. Good references. Address—C. K. WEBSTER, 31 Maidstone Road, Chatham.

AS HOUSE MISTRESS.—Banker's Daughter, experienced, methodical, splendid organizer, specially successful with Boys. Thorough Music (Piano, Singing), Kindergarten. Understands nursing; highest references.—B. W., Hooper's, 13 Regent Street, Pall Mall. Many others seeking similar appointments. Several good typists and shorthand writers.

LADY, holding National Froebel Union Certificate (Higher), seeks a non-resident Engagement in London for September. Ten years' experience as Preparatory and Kindergarten Mistress.—K., 5 Church Street, Stoke Newington, N.

LADY requires Post as MATRON or ASSISTANT MATRON in good-class Boys' School. 12 years' reference. Address—No. 6,264.*

KINDERGARTEN.—Young Lady (experienced) seeks Post for September. Higher Certificate N.F.U. London or suburbs preferred. All branches of Kindergarten work.—A., 72 Barrington Road, Brixton, S.W.

PIANOFORTE LESSONS.—Miss JESSIE FIELD, L.R.A.M., A.R.C.M. (Performer). Professional Certificate Raff Conservatorium, Frankfurt a.-M. Studied under, and specially recommended by, Direktor Max Schwarz (pupil of Liszt and von Bülow), and Oscar Beringer, Esq. Schools visited within two hours of London. Modern technical training. Memorizing a speciality. Successful preparation for Examinations.—36 Gower Street, Bedford Square.

ASSISTANT MISTRESS requires Re-engagement, non-resident. Edinburgh University Degree, with Honours in Modern Languages. One year's experience in G. P. D. S. Co. School. French, Latin. Games. Address—No. 6,265.*

GENTLEMAN (34), with a practical knowledge of French and German (having lived for some time in Paris, Frankfort, &c.), seeks Engagement as TEACHER. Address—KENT SMITH, 2 Porchester Houses, Bayswater, London, W.

ENGLISH MISTRESS (University Hall, St. Andrews) desires Re-engagement. Qualified to Register. Wide experience in teaching. Subjects: English Literature, Anglo-Saxon, elementary Latin, French, Botany, general Form subjects. Tennis, Hockey, Cyclist. Address—No. 6,272.*

PARISIENNE.—Protestant Lady (Diplôme Supérieur), experienced in Public School teaching, good disciplinarian, desires Re-engagement. Successful for Examinations. Practical Training in Gouin's Method if desired. Highest testimonials.—PARISIENNE, Sharp's, Queen's Terrace, N.W.

TRAINED, Certificated KINDERGARTEN MISTRESS (Junior and Senior Cambridge) disengaged end of term. Three years' experience in a School, and one in a Family. References.—Birdale, 18 Park Road, Monton, Eccles.

POST required as ASSISTANT MISTRESS. Trained Maria Grey. Cambridge Teacher's Certificates. Fluent French (acquired abroad). Six years' experience as Assistant and Head Mistress.—HARRIS, 251, King Street, Hammersmith.

PIANOFORTE LESSONS.—A fully-qualified MUSIC MISTRESS, L.R.A.M. (studied under Max Schwarz, Raff Conservatorium, Frankfurt a.M.; and also pupil of, and highly recommended by, Mr. Frits Hartvigson) desires a few additional Visiting Engagements in (or within two hours of) London. Address—No. 6,275.*

HIGH School Girl (age 18) requires Post as JUNIOR or STUDENT MISTRESS, in September. Cambridge Locals. London Matriculation. Two terms' experience in Teaching. Taking Higher Local Mathematics this June. Address—No. 6,278.*

ASSISTANT MISTRESS (25) requires Re-engagement. Three years' experience. English subjects, elementary Botany, French, German, Games, and Music. Good testimonials. Post in or near London preferred.—E. GRACE, Overdale, Settle, Yorks.

ART MISTRESS (Trained) requires Post for September, in School or Training College. Certificates: Art Class Teacher's, part of Art Master's, Royal Drawing Society's Teacher's, Oxford and Cambridge Joint Board Higher Certificate. Preparing for Cambridge Teacher's Certificate. Experienced in High Schools and Private Schools as Art and Form Mistress.—O., Methven, South Side, Clapham Common, S.W.

SWEDISH GYMNASTICS AND DANCING.—A Trained, experienced Teacher desires Visiting Engagements in Derbyshire and Staffordshire in September. Address—M., Herga, Litchborough, Weedon.

SCIENCE MISTRESS, Trained and experienced, requires non-resident Post in September, London or suburbs. London Intermediate Science Examination, South Kensington Science Certificates. Subjects: Physics, Chemistry, Botany also Mathematics and Geography. Address—6,276.*

* **Replies to these advertisements should be addressed "*No.* —, *The Journal of Education, 3 Broadway, Ludgate Hill, E.C.*" Each must contain a *loose* stamp to cover postage on to advertiser.** ***Post Cards*** **will NOT be sent on.**

GYMNASTIC AND GAMES MISTRESSES. — Fully qualified Teachers of Gymnastics (Ling's Swedish system) open for Engagement. Medical Gymnastics, Dancing, Swimming, Hockey, Cricket, Net Ball, Gymnasium Games, Physiology, Hygiene. — Miss ANSTEY, The Physical Training College, Halesowen.

POSTS VACANT.

Prepaid rate: 30 words, 2s.; each 10 words after, 6d. (Use of Office address, 1s. extra.) For latest time for receiving these announcements see front page.

[**Replies** to advertisements marked * should be sent *under cover* to "The Journal of Education" Office, 3 Broadway, Ludgate Hill, E.C., *in each case accompanied by a loose stamp to cover postage on to advertiser.* Post Cards will *not* be sent on.]

STAMFORD HILL HIGH SCHOOL FOR GIRLS AND KINDERGARTEN. 122 STAMFORD HILL, N. — Classes for Students in preparation for the Cambridge Higher Local and National Froebel Union Examinations. Resident or non-resident.

RADNORSHIRE COUNTY COUNCIL EDUCATION COMMITTEE.

LLANDRINDOD WELLS INTERMEDIATE SCHOOL.

Wanted, after the Easter Holidays, an ASSISTANT MASTER for Classics, English, and Drill. Ability to take part in the School Games will be considered an additional qualification. Salary £125 per annum. Applications to be forwarded to the HEAD MASTER.

H. VAUGHAN VAUGHAN,
Clerk.

County Council Offices, Llandrindod Wells,
12th April, 1904.

ST. HELENA'S COLLEGE, HARPENDEN. — Vacancy for STUDENT-MISTRESS. Preparation for Examinations and Training in Teaching. Resident Foreign Mistresses, Visiting London Professors for Pianoforte, Violin, and 'Cello. Moderate premium. Apply—PRINCIPAL.

DURHAM HIGH SCHOOL. — Vacancy, in September, for a STUDENT-MISTRESS, on mutual terms. Preparation for C.H.L. or London Examinations, or for University Scholarships. A small fee is charged for board.

UNIVERSITY OF BIRMINGHAM.

LECTURESHIP IN SPANISH AND ITALIAN.

Applications are invited for the Post of LECTURER IN SPANISH AND ITALIAN. Stipend, £150 per annum. The successful candidate will be required to enter upon his duties on the 3rd of October next. Applications, with testimonials and references (of which three copies should be forwarded) must be sent to the undersigned on or before Saturday, June 11th, 1904.

Further particulars may be obtained from

GEO. H. MORLEY,
Secretary.

CLERGY DAUGHTERS' SCHOOL, CASTERTON, KIRKBY LONSDALE.—Required, in September, (1) Resident FORM MISTRESS, Registered or wishing to qualify for Registration. Usual Form subjects, good History, French, elementary Latin or German. (2) Good Junior MUSIC MISTRESS for Pianoforte teaching. Both must be Communicant members of Church of England. Apply—HEAD MISTRESS.

HEAD MISTRESS. — GODOLPHIN AND LATYMER GIRLS' SCHOOL, HAMMERSMITH, LONDON.

The Governors will require a HEAD MISTRESS for this Public Secondary Day School. Salary, £75 and capitation fees of from £1 to £2 per scholar, as may be hereafter fixed, which will be guaranteed not to be less than £250 over the first year. The School will be a new one, but if successful up to 500 girls may be reasonably anticipated. Accommodation for a minimum of 300 is being immediately provided. Good residence, free of rent, rates, and taxes. Candidates must be on Column B of the Teachers' Register. A University Degree or its equivalent and a Certificate in Pedagogy are desirable. The School will open for the first time next January, when the Mistress will be required to commence her duties; but she should be available previously for consultation on building alterations. Apply before 21st June next to CHARLES WIGAN, Clerk to the above Foundation, Norfolk House, Victoria Embankment, W.C., from whom Application Forms and further particulars may be obtained.

BOARDING HOUSE MISTRESS. —A Lady with capital and connexion wanted, to start a Boarding House for girls attending the Tunbridge Wells High School (G.P.D.S.C.). Apply—HEAD MISTRESS.

ST. SAVIOUR'S AND ST. OLAVE'S GRAMMAR SCHOOL FOR GIRLS, NEW KENT ROAD, S.E.—Wanted, in September, three FORM MISTRESSES:—

(1) Good Arithmetic for Middle School, good Science (Physics and Chemistry), and some Mathematics.

(2) Good English, good French (Direct Method), and some German.

(3) General subjects for Junior Form—Arithmetic, Geography, Needlework, Drill, &c.

For (1) and (2) Degree or equivalent is essential, and in all cases experience in good Secondary Schools is essential, and Training preferred.

Salaries according to qualifications.

Apply to HEAD MISTRESS, giving full particulars and enclosing copies of testimonials.

HOWELL'S SCHOOL, DENBIGH. — Required, in September next, ASSISTANT MISTRESS, with University qualifications and experience in teaching in Classics, Science, and Mathematics, Modern Languages and Music. Candidates must be members of the Church of England. Salary, resident, with laundry, £60 to £80, according to qualifications and experience. Applications must be received by the CLERK TO THE DRAPERS' COMPANY, Drapers' Hall, London, before June 8th. Further information may be obtained from the HEAD MISTRESS.

CORK HIGH SCHOOL.—KINDERGARTEN MISTRESS (Higher Certificate, artistic, musical, energetic), for September. Send photograph, also original and two copies of testimonials, to the HEAD MISTRESS, on or before June 15th. Original testimonials and photograph will be returned June 17th.

CAMBRIDGE UNIVERSITY DAY TRAINING COLLEGE.—An ASSISTANT LECTURER ON EDUCATION will be appointed at this College, to commence work in October, 1904, at an initial salary of £100, with furnished rooms free.

Candidates must be acquainted with the work of a Training College and be competent to superintend practical teaching.

Applications, with testimonials, to be sent to Mr. OSCAR BROWNING, King's College, Cambridge, before June 15th.

YORK HIGH SCHOOL (G. P. D. S. Co.).—KINDERGARTEN MISTRESS wanted to take charge of Kindergarten and train Students. Experience essential. Musical preferred. Apply, with testimonials, stating age, to HEAD MISTRESS.

GIRLS' SCHOOL COMPANY, LIMITED, GLASGOW. — Wanted, in September, a Non-resident ASSISTANT MISTRESS. Essentials: Good Classics, Degree or equivalent, Training or experience. Salary £100, rising to £120. Apply to the HEAD MISTRESS, The Park School, Glasgow.

MISTRESS for Classics required in September. Some Mathematics essential. French and Games desirable.—Miss BROAD, Bournemouth Endowed High School.

WANTED, ENGLISH MISTRESS with Latin, Mathematics, and Games. Also KINDERGARTEN MISTRESS with Ablett's Drawing for Examinations, and Drill, in Private High High School. Free Church women preferred.—Miss GILFILLAN, Luton, Beds.

RESIDENT ASSISTANT MISTRESS, English or Foreign, wanted to teach Violin, Piano, German, and Needlework; also English, French, and Drawing to juniors. Apply — Miss BROWNE, High School, Wigtown, Scotland.

BRADFORD GIRLS' GRAMMAR SCHOOL.—KINDERGARTEN MISTRESS wanted, in September. Apply to the HEAD MISTRESS.

LEAMINGTON HIGH SCHOOL. —Wanted, in September, a Senior MUSIC MISTRESS to teach Pianoforte, Harmony, and Class Singing. Must hold a Diploma of the Royal Academy, Royal College, or a foreign Conservatoire. Apply to Miss HUCKWELL.

SCIENCE MISTRESS for Portsmouth High School (G. P. D. S.). Degree or equivalent necessary. Full particulars of qualifications and experience to Miss ADAMSON, High School, Kent Road, Southsea.

TO ASSISTANT MISTRESSES.

SEPTEMBER (1904) VACANCIES.

GRADUATES (or equivalent), Undergraduates, Trained and Certificated High School Teachers, Foreign, Music, and Kindergarten Mistresses, and other Senior and Junior Teachers seeking Appointments in Schools for **next term**, and who are desirous of having their requirements set forth in **Messrs. Griffiths, Smith, Powell & Smith's Printed List** are invited to apply (*as soon as possible*) to the Firm. The **List** will contain particulars as to the qualifications, &c., of Assistant Mistresses desiring engagements, and **will shortly be brought before** Head Mistresses and Principals of **all** the Public and Private Schools in Great Britain and Ireland, in the Colonies, and on the Continent, &c. A List of **immediate and September (1904) vacancies** in Schools will be forwarded to English and Foreign Assistant Mistresses on application. Address — **Messrs. GRIFFITHS, SMITH, POWELL & SMITH, Educational Agents (Estd. over 70 years), 34 Bedford Street, Strand, London.**

Telegraphic Address: "Scholasque, London."

N.B.—*Assistant Mistresses, when making application to* **Messrs. Griffiths, Smith, Powell & Smith** *for Appointments, should state whether they are Graduates (or equivalent), Undergraduates, or hold other Certificates, and the Subjects they would undertake to teach. Also their age, experience, and salary required for resident or non-resident posts. Copies of Testimonials should also be forwarded.*

LEEK CHURCH HIGH SCHOOL, STAFFORDSHIRE.—Required, in September, a Trained or experienced MISTRESS to teach Mathematics and Science (chiefly Botany and Physiography). Good disciplinarian. Apply to the HEAD MISTRESS.

LIVERPOOL COLLEGE, HUYTON, LIVERPOOL. — Wanted, for September, FIRST FORM MISTRESS. German and Geography in higher Forms. Churchwoman. Training or experience essential. Apply, HEAD MISTRESS, with testimonials and photo.

SHREWSBURY HIGH SCHOOL. —Required, in September, MODERN LANGUAGE MISTRESS to teach French, German, and (if possible) English Literature. Also Cambridge Tripos or Oxford Honours School Certificates essential, and Training or some experience desirable. Apply, with photograph and testimonials, to the HEAD MISTRESS.

KINDERGARTEN MISTRESS, fully Trained (Froebel system), required, 1st September, to start Classes in connexion with long established Ladies' and Preparatory School. Commencing salary £80 non-resident. Apply—PRINCIPAL, 13 Strandmillis Road, Belfast.

PLYMOUTH HIGH SCHOOL.—FRENCH MISTRESS wanted in September. Englishwoman. Thorough knowledge of French, good pronunciation, fluent conversation, modern method. Knowledge of Latin or German desirable. Apply to the HEAD MISTRESS.

QUEEN'S SCHOOL, CHESTER. —Required, in September, a FORM MISTRESS. Special subject: English. Modern Language desirable. Degree or equivalent and experience or Training essential. Salary £105. Apply to HEAD MISTRESS.

REQUIRED, in Recognized School, STUDENT (mutual terms) reading for Higher Locals. Four hours help daily in return for help in Reading. Also STUDENT with premium. Good at Games a recommendation.—Hillside, Alma Road, Clifton, Bristol.

ASSISTANT MISTRESS required, in September, in Public Secondary School for Girls (Recognized). Botany, good English, and Arithmetic essential. Good disciplinarian. Churchwoman preferred. Salary £40. resident. Apply—HEAD MISTRESS, Bishop Fox's High School, Taunton.

SCHOLASTIC.—IMMEDIATE AND SEPTEMBER VACANCIES.—GRADUATES and other English and Foreign Assistant Masters who are seeking appointments in Public or Private Schools should apply (*as soon as possible*) to **Messrs. GRIFFITHS, SMITH, POWELL & SMITH, Tutorial Agents, (Established 1833), 34 Bedford Street, Strand, London, W.C.** Timely notice of vacant appointments will be sent to all candidates.

EGYPTIAN GOVERNMENT SCHOOLS.

SIX ASSISTANT MASTERS wanted, to begin work in October, in Cairo Secondary Schools, under Ministry of Public Instruction. Masters to teach in English exclusively. In the case of one of the six Masters now required, the subject mainly essential is Science (Experimental Physics and Chemistry); two of the new Masters will be principally engaged in teaching Mathematics (Arithmetic, Geometry, and Algebra); the three others will be concerned more particularly with the teaching of English. Candidates must be not less than 23 nor over 30 years of age, have a robust constitution, and have taken a University Degree in Honours. They must have experience as Teachers: preference will be given to applicants who hold a Diploma in Teaching. English Head Master. Over 300 boys, mainly Mohammedans. Teaching hours, on an average, four daily, Fridays only excepted. Summer vacation not less than two months. Salary £295 per annum (£Eg. 24 per mensem), rising to £393 per annum (£Eg. 32 per mensem). Allowance for passage out to Egypt.

Applications, with full statement of qualifications, and accompanied by copies only of testimonials, must be sent in before June 15th, 1904, marked outside "Assistant Masterships," and addressed to DOUGLAS DUNLOP, Esq., Secretary-General of the Ministry of Public Instruction, Gullane, East Lothian, to whom candidates may apply for further information.

EGYPTIAN GOVERNMENT SCHOOLS.

TWO ASSISTANT MISTRESSES wanted, to begin work in October, in Sanieh Girls' School, Cairo, under Ministry of Public Instruction. School consists of Primary Classes attended by 172 girls, mainly Mohammedans, and of Normal Classes with an attendance of 14 Students. English Head Mistress. Candidates must hold a Diploma in Teaching, have experience as Teachers, be not less than 25 years of age, and have a robust constitution. They should take a special interest in the education of Oriental girls—in particular, a practical interest in the Professional Training of Elementary Teachers. Salary £197 per annum (£Eg. 16 per mensem), rising to £246 per annum (£Eg. 20 per mensem), with furnished quarters. Allowance for passage out to Egypt. Summer vacation not less than two months. Teaching hours, on an average, four daily, Fridays only excepted. One of the Teachers wanted will be principally engaged in the Normal Classes; for the other Post special Training and experience as a Kindergarten Teacher is an essential qualification.

Applications, with full particulars of qualifications, and accompanied by copies only of testimonials, must be sent in before June 15th, 1904, marked outside "Assistant Mistress," and addressed to DOUGLAS DUNLOP, Esq., Secretary-General of the Ministry of Public Instruction, Gullane, East Lothian, to whom candidates may apply for further information.

GIRLS' COLLEGIATE SCHOOL, PIETERMARITZBURG, NATAL, SOUTH AFRICA.—MUSIC MISTRESS wanted, to begin duty on August 1st, to teach Class and Solo Singing, Pianoforte, and Theory of Music. The Lady appointed must have studied at a German Conservatorium, or be a Licentiate or Associate of the Royal Academy of Music, London, and must have made a special study of Singing. Salary £90, £100, £110 for three years, with board and residence. Passage out paid. Applications, by letter only in the first instance, with copies of testimonials (which will be returned), names of referees to whom the applicant is personally known, and full information as to age, qualifications, experience, and religious denomination, to be sent to Miss STEWART, c.o. Miss Walker, St. George's Training College, 5 Melville Street, Edinburgh.

ST. GEORGE'S HIGH SCHOOL FOR GIRLS, EDINBURGH.—Wanted, in October, two Non-resident ASSISTANT-MISTRESSES to take charge of the Lower Second and Lower Third Forms respectively.

In addition to ordinary Forms subjects, one or other of the Mistresses must be able to teach Class-singing (Tonic Sol-fa and Staff-notation), elementary Science, Drawing (Ablett), and Needlework. Both must have had professional training. A Mistress with the Higher Certificate of the National Froebel Union and some experience of Lower School work would be preferred for the Lower Second.

Salary £90 to £100, accordinng to qualifications.

Applications, with full particulars, copies of testimonials, and names of personal references, to be sent to the HEAD MISTRESS, 5 Melville Street, Edinburgh.

TO ASSISTANT MISTRESSSES.

IMMEDIATE AND SEPTEMBER VACANCIES.

Messrs. GRIFFITHS, SMITH, POWELL & SMITH, Educational Agents (Estd. 70 years), 34 Bedford Street, Strand, and 22 Henrietta Street, Covent Garden, London, W.C., invite immediate applications from well qualified **English and Foreign** Assistant Mistresses for the following appointments:—

Science Mistress required for important London College. Must have passed at least Inter. Science Examination of some University. Experience in Class Teaching necessary. Salary £80 to £100 resident.—No. 498.

Experienced **Mistress** for important School, in Vancouver. Graduate desired. English, Mathematics, Latin or German. About 80 pupils. Salary £90. Passage paid.—No. 487.

Cape Colony.—CLASSICAL MISTRESS for High School. Latin principally, and some Junior Form work. Salary £80 resident to commence.—No. 183.

Music Mistress for important School in Ireland. Must hold high certificates. Good Piano and Violin or Class-Singing. Good salary resident.—No. 646.

French or **Swiss Protestant** for Family of high standing in Athens. French, German, Music, English, and elementary Drawing. Salary £70 and expenses paid.—No. 409.

Constantinople.—Wanted, for well-known School for English Pupils, four Teachers as follows, namely:—(*a*) MUSIC MISTRESS, with good Class Singing. English or German Lady. Salary £60 resident.—No. 581. (*b*) GYMNASTIC MISTRESS. Must have received good Training. Would be required to assist with Junior English. Salary £50.—No. 580. (*c*) HOUSE MISTRESS. Care of dormitories, wardrobes, &c. Lady by birth essential. Salary £50.—No. 579. (*d*) French or Swiss Native as ASSISTANT FRENCH MISTRESS. Salary £40 to commence.—No. 582.

Highly-qualified and experienced **Mistress** for Training College. Must be specially qualified to teach. One preferred who could direct the students in Nature Study. Salary £60 (or more) resident.—No. 999.

Fourth Form Mistress for London Public School. English special subject. To take work to standard of London Matriculation. £80 non-resident.—No. 565.

Science Mistress for important School in Ireland. Graduate able to take Botany desired. Fair salary resident.—No. 645.

Third Form Mistress for Girls' Grammar School, near London. Arithmetic and Mathematics. Also English and Latin. £70 non-resident.—No. 566.

Experienced, Registered **Teacher** for London School. Post will be made resident or non-resident. English, Arithmetic, Latin, some Science. Mornings only. Fair salary resident.—No. 558.

Third Form Mistress for important Seaside School. Trained Teacher desired. Would have to take History and Literature throughout the School. Fair salary resident.—No. 575.

Music and Art Mistress for good School in the North. Modern system necessary, as required by Scotch Education Department. Singing desired. Fairly good salary.—No. 535.

Mistress required for large Training College. Duties—to lecture on English History, Language, and Literature, and also to coach pupils in these subjects. Salary £100 to £120.—No. 520.

Cuba.—Wanted, in August or September, GOVERNESS for Family in Havana. Age desired, 25 to 30. Salary £60 to £70 resident. First-class passage.

Experienced **Music Mistress.** One preferred who has studied at Dresden Conservatoire. Fair salary resident.—No. 326.

Canada.—HEAD ASSISTANT MISTRESS for important School. Churchwoman. University Certificates necessary. Latin, Mathematics, French, and German. £60 resident. Passage paid. Wanted at once if possible.—No. 635.

Natal.—MUSIC MISTRESS, who must hold good Certificates. Churchwoman essential. To prepare for R.A. and other Examinations. £60 resident.—No. 239. Wanted at once if possible.

Certificated **Technical Mistress** for one of the largest Schools in Ireland. Laundry, Cookery, Needlework. Must have been Trained. Fair salary non-resident.

Physics Mistress for School of 100 pupils. Must hold Science Certificates. Preference given to B.Sc. Adequate salary to suitable candidate.—No. 191.

Foreign Mistress for High School in the North. French and German. £50 resident.—No. 039.

English Mistress for Recognized School in Scotland. Some Science necessary. Salary £80 non-resident; or £45 resident.—No. 038.

Assistant Mistress for Public High School. One with Degree or Inter. Arts Certificate preferred. Mathematics and English. £80 non-resident.—No. 880.

Modern Language Mistress with Ablett's Drawing. Recognized School. £40 resident.—No. 317.

Experienced **Mistress** for **Mathematics** and Science principally. Must hold good certificates. £45 resident.—No. 644.

Latin and Mathematics for Recognized School in Staffordshire. £45 resident.—No. 570.

Latin, Mathematics, and English. London School. £45 resident.—No. 569.

Art Mistress for School in the North. Drawing, Painting, Modelling, and Carving. Elementary Piano. Salary from £40 resident.—No. 521.

Certificated **Mistress** for London School. Only advanced English necessary. £45 resident.—No. 507.

Well-qualified **Mistress** for School at Seaside. One desired who could invest some capital and take share in the School. Age over 25 preferred.—No. 505.

French Mistress required for important High School. Residence abroad essential. Experienced Teacher preferred. Games desirable. Fair salary non-resident.—No. 483.

Assistant Mistress who can take Botany as special subject. Public Recognized School. £40 resident.—No. 407.

Technical Mistress for large School. Cookery, Laundry, Dressmaking. Fair salary.—No. 390.

200 other resident and non-resident vacancies, in Public and Private Schools, for English and Foreign, Senior and Junior, Assistant Mistresses.

50 Student-Governesses also required for superior Schools on mutual terms, namely:—Board, Residence, and Educational advantages in return for services.

A complete List of Vacant Appointments in Public and Private Schools will be sent by **Messrs. GRIFFITHS, SMITH, POWELL & SMITH** to English and Foreign Assistant Mistresses on application.

N.B.—*Assistant Mistresses, when making application to Messrs. Griffiths, Smith, Powell & Smith for particulars of the above Appointments or for a list of Vacancies, should state the Subjects they would undertake to teach, age, experience, whether they are Graduates (or equivalent) or hold other Certificates, and should also enclose names of referees and copies of Testimonials.*

BOROUGH POLYTECHNIC INSTITUTE, LONDON, S.E.

THE Governing Body will next September require the services of a TEACHER OF COOKERY for Afternoon and Evening Work. Commencing Salary, £90 per annum. Particulars of the appointment may be obtained from the LADY SUPERINTENDENT. Applications, accompanied by not more than three testimonials, should be sent in by June 13th. C. T. MILLIS, *Principal.*

THE HIGH SCHOOL, NORWICH.—A MODERN LANGUAGE MISTRESS will be wanted in September. French and German. Must possess a Cambridge Degree. Apply, with photograph, to the HEAD MISTRESS.

VISITING TEACHERS AND LECTURERS.

MR. TRUMAN, Educational Agent, 6 Holles Street, Cavendish Square, will be glad to hear from Ladies and Gentlemen of high qualifications, who have time at their disposal for Visiting Work in Boys' and Girls' Schools.

SCIENCE MASTER wanted, next term, for Secondary School, Division B. He must therefore be qualified to earn grants under Board of Education. He will also be required to assist in ordinary school work and take a third share of the usual out-of-school duties. Must be a good disciplinarian. Salary £140, non-resident. Send full particulars, mentioning subsidiary subjects, to—HEAD MASTER, Royal Grammar School, High Wycombe.

ASSISTANT MASTERS, PRIVATE TUTORS, TEACHERS OF SPECIAL SUBJECTS, &c.

THE LONDON EDUCATIONAL AGENCY
(under the personal management of a former Public-School Master), 358 STRAND, W.C.

SEPTEMBER VACANCIES in Public and Private Schools, Private Tutorships, &c.—ASSISTANT MASTERS (English and Foreign), PRIVATE TUTORS, Teachers of Special Subjects, &c., seeking appointments, are asked to communicate as soon as possible with the DIRECTOR of the above Agency. Commission Fees, only 3%. Telegrams: "Edumedicus, London." Telephone: 6790 Gerrard.

GOVERNESSES & ASSISTANT MISTRESSES, &c.

THE LONDON EDUCATIONAL AGENCY
(under the personal management of a former Public-School Master),
358 STRAND, W.C.

SEPTEMBER VACANCIES in Schools and Families.—GOVERNESSES, ASSISTANT MISTRESSES, TEACHERS OF SPECIAL SUBJECTS, &c., desirous of securing appointments, are asked to communicate as soon as possible with the DIRECTOR of the above Agency in order that their qualifications, &c., may be brought to the notice of the Principals of Schools, &c., by means of a printed List, shortly to be issued. No Registration Fee. Commission Fees, only 3%. Telegrams: "Edumedicus, London." Telephone: 6790 Gerrard.

PRIVATE TUTOR wanted for two months (from the middle of June) to coach a youth of 17. French and German are necessary subjects. Apply to the DIRECTOR of the London Educational Agency, 358 Strand, W.C. Telegrams: "Edumedicus, London." Telephone: 6790, Gerrard.

BATTERSEA POLYTECHNIC, LONDON, S.W.

The Governing Body invite applications for the following Appointments:—

DOMESTIC ECONOMY—WOMEN'S DEPARTMENT:
ASSISTANT SUPERINTENDENT. Secondary School experience and Science qualifications necessary. Commencing salary £150.
HEAD TEACHER OF COOKERY, commencing salary £120; and HEAD TEACHER OF LAUNDRY WORK, commencing salary £110. Experience in Training Schools necessary.

MUSIC DEPARTMENT:
TEACHER OF PIANOFORTE (Male). Part time Day and Evening.

For particulars of the Appointments, send stamped addressed envelope, immediately, to the SECRETARY, Battersea Polytechnic, London, S.W.

CLASSICAL MISTRESS wanted for Church High School in Cape Town, to sail early in July. London B.A. preferred. Must be able to take some general class subjects as well. Good Churchwoman and some experience in class teaching essential. Salary £80, £90, and £100 for the three years. Board, residence, and laundry provided. Assistance towards passage out. Apply—Miss BARTLETT, All Saints' Convent, near St. Albans.

BROUGHTON AND CRUMPSALL HIGH SCHOOL FOR GIRLS, LIMITED.—Wanted, in September, an ASSISTANT MISTRESS, to teach Science and to take charge of a Form. Training desirable. Apply—HEAD MISTRESS, Broughton and Crumpsall High School, Higher Broughton, Manchester.

ST. FELIX SCHOOL, SOUTHWOLD.—PIANO MISTRESS wanted, in September. One who has studied in Germany preferred. Apply to the HEAD MISTRESS.

WANTED, for September, a Resident ASSISTANT MISTRESS. Special subject: Latin. Essentials: good Degree in Classics, experience and success in Form Teaching, a good disciplinarian. Salary £80, with residence and board. Apply—HEAD MISTRESS, Howell's School, Llandaff, Cardiff.

REQUIRED, in September, Resident FORM I. MISTRESS. English, Nature Study, Brush Work, Needlework. Also MISTRESS for Swedish Gymnastics, able to take Form Work in addition. Apply—HEAD MISTRESS, High School (Limited), Sidcup, Kent.

REQUIRED, in September, Two KINDERGARTEN STUDENTS. Preparation for Froebel or Musical Examinations.—High School (Limited), Sidcup, Kent.

KING EDWARD THE SIXTH'S SCHOOL, BIRMINGHAM.
GIRLS' GRAMMAR SCHOOL, ASTON.

A MISTRESS will be required in this School, in September, to teach Mathematics and English subjects. Salary £100 per annum. Also, a MISTRESS to teach English subjects, Sewing, and some French. Salary £80 per annum. Candidates are requested to send in their applications, which must be accompanied by the printed Form and a copy of their testimonials, to the HEAD MISTRESS on or before the 11th June. Forms of Application and further particulars may be obtained on application to the SECRETARY, King Edward's School, New Street, Birmingham.
Birmingham, May 20th, 1904.

BISHOPS STORTFORD (HOCKERILL) TRAINING COLLEGE.—Wanted, in September next, RESIDENT ENGLISH MISTRESS. Degree or equivalent. Also RESIDENT SCIENCE MISTRESS. Salary, £50 to £80, according to qualifications and experience. Apply to REV. THE PRINCIPAL.

BERKSHIRE EDUCATION COMMITTEE.

SECONDARY SCHOOL FOR GIRLS AT NEWBURY.

A HEAD MISTRESS will shortly be appointed to advise on choice of staff and equipment, with a view to opening on or before September 1st.
Salary £120, with a capitation fee of £1. £170 guaranteed for the first year.
Applications should be made before June 11th, and must be on forms to be obtained from the SECRETARY, Berkshire Education Committee, The Forbury, Reading, who will supply full information.

QUEEN ANNE'S SCHOOL, CAVERSHAM, OXON.—Wanted, in September, a Trained TEACHER OF SWEDISH GYMNASTICS. Resident. Church of England.

WANTED, in September, FOREIGN LANGUAGE MISTRESS, in Private Recognized School. Modern methods and some experience required.—Miss MULLINS, Raven's Croft School, Warlingham, Surrey.

REQUIRED, in September, JUNIOR ENGLISH MISTRESS, to teach Ablett's Drawing, Brushwork, good Drilling, Needlework, ordinary English subjects. Churchwoman. Apply, stating experience, age, salary required, to PRINCIPAL, Oaklands, Oxton, Cheshire.

ENGLISH MISTRESS, with French and Drawing, required in August to take Junior Cambridge Class twenty-five hours a week. Recognized Private Day School.—Miss FLETCHER, 45 Westmorland Road, Newcastle-on-Tyne.

WEST CORNWALL COLLEGE, PENZANCE.—Wanted, ART MISTRESS (Ablett's Teacher-Artist Certificate), experienced, who can take some general Form subjects. Nonconformist preferred. Apply—HEAD MISTRESS.

LONDON MATRICULATION.—Intelligent Girl (16 to 18) wanted, at once, to prepare with another. South Coast. Good old established School. Inclusive fee £15 a term, or small premium and slight service as STUDENT-TEACHER.—L. M., c.o. J. & J. Paton, 143 Cannon Street, London, E.C.

UNIVERSITY COLLEGE, BRISTOL.
DAY TRAINING DEPARTMENT.

WOMAN wanted, in September next, as ASSISTANT MISTRESS or TUTOR, non-resident, with special qualifications for supervising elementary Science and Nature Study work. Salary £100 to £120 according to qualifications. Applications should be sent in by June 21st to the undersigned, from whom further particulars may be obtained.
JAMES RAFTER, *Secretary.*

HEAD ENGLISH MISTRESS required next term in Ladies' Boarding School, Church of England, to prepare for Examinations. B.A. preferred. Address—PRINCIPAL, Blandford House, Braintree, Essex.

DARLINGTON TRAINING COLLEGE.—Wanted, a Resident GOVERNESS, who has some knowledge of the Theory and Practice of Teaching, and who can assist in supervising the Technical Exercises and School Practice of the Students. A Graduate preferred. Forms of application will be forwarded by the PRINCIPAL.

COUNTY OF SURREY.

SURREY EDUCATION COMMITTEE.

THE Education Committee of the Surrey County Council have adopted the following scales of salaries for Teachers of all grades in Elementary Schools in the County:—

HEAD MASTERS.*

Class of School.	Average attendance under	Commencing Salary. Consisting of A.—Fixed Initial Basis.	B.—Addition for each Class of School.	C.—Addition for each Year of Approved Service as Head Teacher in County of Surrey.	Increments after each succeeding Year of Approved Service.	Maximum in each Class of School.
I.	40	No Master to be employed in a School of this Class.				
II.	70	£100	£4	£4	£5	£130
III.	100	,,	8	,,	,,	140
IV.	130	,,	12	,,	,,	150
V.	160	,,	24	,,	,,	165
VI.	190	,,	30	,,	,,	185
VII.	220	,,	48	,,	,,	200
VIII.	250	,,	56	,,	,,	225
IX.	280	,,	64	,,	,,	250
X.	310	,,	72	,,	,,	275
XI.	over 310	,,	82	,,	,,	300

HEAD MISTRESSES.*

I.	40	£80	—	£3	£4	£100
II.	70	,,	£4	,,	,,	110
III.	100	,,	8	,,	,,	120
IV.	130	,,	12	,,	,,	130
V.	160	,,	24	,,	,,	140
VI.	190	,,	30	,,	,,	150
VII.	220	,,	48	,,	,,	165
VIII.	250	,,	56	,,	,,	175
IX.	280	,,	64	,,	,,	200
X.	310	,,	72	,,	,,	225
XI.	over 310	,,	80	,,	,,	250

ASSISTANT TEACHERS.

Grade of Teacher.	Maximum Commencing Salary. Men.	Maximum Commencing Salary. Women.	Maximum Salary. Men.	Maximum Salary. Women.	Amount of Increment. Men.	Amount of Increment. Women.
	£	£	£	£	£ s.	£ s.
1. Article 68	—	—	—	50	—	—
2. Articles 50, 51, and 52	65	55	80	70	2 10	2 10
3. Certificated Assistants, 3rd Division	80	70	115	95	2 10	2 10
4. Certificated Assistants, 1st–2nd Division (untrained)	85	75	120	100	4 0	3 0
5. Certificated Assistants (College trained)	90	80	130	110	4 0	3 0

* In making future appointments and promotions of Head Teachers, or in making recommendations in regard to the same to the Managers of Voluntary Schools, the Committee intend to confine themselves to the ranks of Certificated Teachers who are now, or subsequently may be, in the service of the county. Teachers desirous of being placed upon the County Register should send in their applications, enclosing stamped envelopes for form of application, and marked "T." on the outside of the envelope, to H. MACAN, Secretary, St. Ives, Kingston-on-Thames.

ASSOCIATION OF UNIVERSITY WOMEN TEACHERS. — Teachers with University qualifications (degree or equivalent), requiring posts in Public or Private Schools, are invited to Apply to the Secretary. No commission is charged when work is obtained through the Registry, but *continued* membership is expected. Subscription 5s. per annum. State full particulars in applying to the SECRETARY, 48 Mall Chambers, Kensington, W.

WANTED, for the Hampton High School, Jamaica, a SECOND MISTRESS. Good German (essential), elementary Physics and Chemistry. Swedish Drill and Games desirable. Should hold a Degree or its equivalent. Salary £90 with board, residence, laundry, and medical attendance during the whole year. Should sail about July 23rd; First-class passage paid. Apply, giving full particulars of qualifications and experience, to—Miss GRUNER, 48 Mall Chambers, Kensington, W.

RESIDENT DRILL and GAMES MISTRESS wanted, for September, in high-class Boarding School. Applicants must be ladies, must have Certificate of efficiency from a Recognized Training College, and be capable of teaching Drill and Gymnastics throughout the School; and must undertake Remedial Exercises for special cases. Member of the Church of England, with moderate views, and willing to share in the supervision of pupils. Reply, stating age, experience, training, and salary required (also what other subjects offered), to No. 6,225.*

KINDERGARTEN STUDENTS wanted, in Kindergarten of Girls' High School (Day) in Liverpool. Address—No. 6,227.*

REQUIRED, in September, Resident, Trained MISTRESS (Church of England) for Youngest Pupils in small Private School. Drawing, Drilling, Scripture, elementary Botany. Elementary Class Singing desirable. £40. Address—No. 6,221.*

REQUIRED, in September, in a School in the North, a LANGUAGE MISTRESS, to teach French, German, and Needlework. Good French imperative. Must have some experience of Class Teaching. Address—No. 6,223.*

RESIDENT MISTRESS wanted, in September, in Girls' School (Recognized), for French (acquired abroad), German, and Needlework. Must have been abroad, and must hold good English Certificate. Salary £40. Address—No. 6,230.*

WANTED, in high-class Boarding and Day School on South Coast, Resident ASSISTANT MISTRESS. Church of England. Degree or Higher Local Honours Certificate. Experience or Training essential. Subjects: fluent German and History. State fully qualifications, experience, age, subjects, salary required, and enclose copies of testimonials to PRINCIPAL. Address—No. 6,231.*

REQUIRED, in September, a MISTRESS for Preparatory Department (ages 10–12) of Girls' Secondary Day School. English subjects, Freehand Drawing, and Singing. Address—No. 6,234.*

WANTED, in September, two Resident MISTRESSES. — (1) Subjects: good English, French, and German. Degree or equivalent. Experience essential. (2) ART MISTRESS to teach Drawing, Brushwork, Needlework, and elementary English. Art Teacher's and Ablett's Certificates. Experienced. Address—No. 6,235.*

THE Principals of a Girls' Boarding and Day School (Registered and Recognized) in a Cathedral town wish to hear of a Lady who would join them with a view to eventual succession. Midland connexion desirable. Address—No. 6,247.*

REQUIRED, in September, by a Lady having a small but very successful Co-education School, a Teacher who will join her with a view to succession. Besides being well qualified for such work, a genuine love of teaching and of young children essential. Address—No. 6,245.*

WANTED, in high-class School on South Coast, Resident STUDENT-TEACHER. Preparation for Musical or University Examinations. School Recognized. Small premium towards board. Address—No. 6,241.*

COUNTY BOROUGH OF CROYDON. EDUCATION COMMITTEE.

THE Committee invite applications for the following appointments in Secondary Schools for Boys and Girls to be established in September next:—

FORM MASTERS and FORM MISTRESSES specially qualified in one of the following subjects:—Science, Modern Languages, and Art.

The Committee, in fixing the salaries, will take into consideration the qualifications and experience of selected candidates.

Applications, stating salary required and accompanied by copies of not more than three testimonials of recent date, must be sent to the undersigned before 1st July next. JAMES SMYTH,
Clerk.
Education Office,
Katharine Street, Croydon.

YOUNG French Lady (Protestant) desires Post in Family or School to teach her Language to young children. Medium salary. Address—No. 6,243.*

EXPERIENCED Certificated Teacher, wishing to attend Lectures in London commencing in September, would pay small sum monthly and give Tuition in return for Board and Residence. Address—No. 6,242.*

WANTED, in September, Resident MUSIC MISTRESS for superior Girls' School, with experience in preparing for Associated Board's Examinations. L.R.A.M. preferred. Address—No. 6,238.*

WANTED, in September, for large Endowed High School in the West of England, a MISTRESS for First Form and Transition. Experience, Kindergarten Training, and good knowledge of Music essential. Apply, with full particulars and testimonials, to No. 6,226.*

WANTED, for September, in good School (Recognized), an ASSISTANT TEACHER (Registered or able to Register preferred). Special subjects: Mathematics and some English. Also an ASSISTANT MUSIC TEACHER (L.R.A.M.). Preference given to one who sings or has knowledge of Violin. Apply, giving in each case full particulars, age, salary required, and references, to—No. 6,262.*

SENIOR MUSIC MISTRESS required, in September. Experience and L.R.A.M. or A.R.C.M. essential. Resident Post. Address—No. 6,267.*

REQUIRED, in September, an experienced, Certificated MUSIC MISTRESS, for a Girls' Private Boarding School. Resident Post. Recognized School. Churchwoman essential. Gymnastics and Science desirable. Address—No. 6,263.*

WANTED, in September, in Boarding School in the North, a Resident JUNIOR MISTRESS qualifying for Registration. Time for private study. Special subjects: Geography and Nature Study. Address—No. 6,271.*

WANTED, in September, Trained Resident ENGLISH MISTRESS. Mathematics, German, and Latin specially required. Preparation for Examinations. Good discipline essential. Games desirable. Salary £50. Address—No. 6,270.*

FRENCH Lady required to Teach French and Needlework in a high-class School in a London suburb. Good qualifications and experience essential. Resident. Address—No. 6,274.*

EXPERIENCED KINDERGARTEN MISTRESS, holding the Higher Certificate (N.F.U.), required, in September, in a High School. Good discipline necessary and able to teach Gymnastics. Resident. Address—No. 6,269.*

COUNTY SCHOOL, PEMBROKE DOCK.—A JUNIOR MISTRESS is required, in September, to teach usual English subjects in the Lower Forms. Conversational French and Needlework desirable. Previous experience in Secondary School essential. Apply to the HEAD MASTER by 11th June.

COUNTY OF LONDON.

THE London County Council requires the services of two ASSISTANT TEACHERS in the Domestic Economy Department at the Paddington Technical Institute, and invites applications for the appointments.

Candidates must hold Diplomas from a Recognized Training School in Cookery, Needlework, Dressmaking, and Laundrywork. Salary £80, rising by £5 a year to £90. The Teachers will take dinner and tea with the Girls.

Applications must be sent in, not later than Saturday, 11th June, 1904, on Forms obtainable at the Education Offices, 116 St. Martin's Lane, W.C.

G. L. GOMME,
County Hall, *Clerk of the London County*
Spring Gardens, S.W. *Council.*

EXPERIENCED FRENCH MISTRESS required, in September. Able to prepare for Higher Local. Must be a good disciplinarian and able to teach Needlework. Gouin method desirable. Resident. Address—No. 6,268.*

WANTED, in September, in small high-class Girls' Day and Boarding School, London, RESIDENT MISTRESS, with Degree or equivalent, Cambridge Teachers' Certificate and some experience. No Mathematics; all English Subjects. Brushwork, good Needlework. Drill or Music an advantage. Hockey, Tennis. Please send photo, and state lowest initial salary. Interview indispensable. Address—No. 6,260.*

GOOD Boarding School near London.—Required, in September, a RESIDENT ASSISTANT MISTRESS to teach Junior Forms. All English Subjects; Needlework, Junior Latin. Experience essential. Salary, £45; Laundry. Address—No. 6,259.*

VACANCY, in September, in Public High School (Recognized) for STUDENT TEACHER. Preparation for University, Froebel, or Music Examinations. Resident. Churchwoman. Address, with full particulars—No. 6,257.*

WANTED, in High School, MUSIC MISTRESS, for Violin, Harmony, and Junior Piano. Also KINDERGARTEN MISTRESS, Musical, and able to train Students. Both must be fully qualified and experienced. Resident. Address—No. 6,258.*

WANTED, for Public High School, Three RESIDENT ASSISTANT MISTRESSES. Special Subjects: French, German History, Botany. Good discipline and experience in preparing for Higher Local (Honours) essential. Address—No. 6,256.*

FIRST ENGLISH MISTRESS required, in September, in Girls' Boarding School (Recognized) on East Coast. Subjects: History, Literature, Arithmetic. Some Mathematics Latin. Degree or equivalent. Registration; good discipline essential. Address—No. 6,251.*

WANTED, in September, Resident MISTRESS in a Recognized School in Liverpool. English History and Literature essential subjects. Latin desirable. Write, stating age, experience, and salary desired to address No. 6,277.*

VACANCY, in September, for STUDENT in high-class Girls' School (Recognized). Preparation for any University and Music Examination. Premium 8 guineas a term. Write giving particulars, previous education, to address No. 6,279.*

ASSISTANT MISTRESS required at once temporarily. Non-resident. Special subject: Drawing. Arithmetic, French, and English in Junior Forms. Apply, stating age and experience to HEAD MISTRESS, Grammar School, Watford, Herts.

KING'S HIGH SCHOOL, WARWICK. — MATHEMATICAL MISTRESS wanted in September. Experienced. Highly qualified, degree or equivalent. Good disciplinarian. Knowledge of new methods. State other subjects offered. Apply—HEAD MISTRESS.

SEPTEMBER VACANCIES.

Mr. TRUMAN has been requested to put forward candidates for the following Vacancies, which, together with many others, have already been placed in his hands for negotiation :—

ENGLISH AND GENERAL FORM MISTRESSES.

Head English Mistress for recognized Private School. Advanced History, Literature and Arithmetic. Degree or equivalent. Good experience. Churchwoman. Res., £75–£80.—A 4097.

English Mistress for Church Public School. Advanced History and Geography. Churchwoman. Good experience or training. Res., £50–£60.—A 4110.

History Mistress for Church School in Canada. Advanced History, with General Elementary Science. Good experience. Churchwoman. Res., £82 and passage.—A 4076.

Fourth Form Mistress for Wesleyan Public School. Fourth Form work, with advanced Literature. University Honours or Degree and previous experience essential. Res., £60–£65.—A 4086.

English Mistress for good recognized Private School. Degree or equivalent. Experience or training. Res., £55–£60.—A 4057.

English Mistress for Church Public School in Canada. English Language, Literature, and Elocution. Churchwoman, with good experience. Res., £82 and passage.—A 4075.

Form Mistress for County School. Latin, French (conversation), and English. Good qualifications and experience. Non-res., £90–£100.—A 4121.

Fourth Form Mistress for Public Secondary School. English, with some French. Experienced in examination work. Non-res., £80 —A 4091.

Junior Form Mistress for high-class Private School near London. Experienced with Juniors in good Boarding School. Junior Form subjects, with some Botany. Res., £40–£45.—A 4095.

Third Form Mistress for recognized School in London. General Form subjects and Latin. Res., £30–£40 ; or non-res., £70.—A 4046.

First Form Mistress for Public High School. Junior Form subjects, with German (including conversation throughout the School) and Geography. Registered Teacher and Churchwoman essential. Non-res., £100.—A 4062.

Assistant Mistress for Public High School to teach very good English and Mathematics. University qualifications and experience or training essential. Non-res., £100 —A 4157.

Assistant Mistress for Convent School in the North to teach Mathematics, Latin, English, French, Physiography, and Hygiene. Degree or equivalent, experience or training. R. C. Res., £60 ; non-res., £100.—A 4142.

Assistant Mistress for School in Natal to teach Latin and Mathematics. Good qualifications and experience. Churchwoman. Res., £80 and passage —A 4150.

Junior Form Mistress required for Public School in Canada. University or equivalent qualifications. Experience or training. Res., £20–£40 and passage.—A 4017.

Form Mistress for County School to teach general subjects, with Welsh Degree or equivalent. Experience or training. Non-res., £110–£120.—A4074.

Third Form Mistress for high-class Private School. General Form subjects. Boarding School experience. Res., £30–£35.—A 4077.

Governess for high-class Boys' Preparatory School to teach good elementary Latin, Mathematics, English, French, elementary Drawing, and Music. Res. post, with fair salary.—A 3954.

CLASSICS.

Classical Mistress for Public Secondary School. Degree or University Honours and good experience essential. Res., £80.—A 4137.

CLASSICS—*continued.*

Classical Mistress for recognized Private School. Classics, with English and either French or German. University Honours or London Degree and Churchwoman essential. Res., £45–£60.—A 4047.

Classical Mistress for recognized School in the North. Latin and Greek, with Botany and Geography. Degree or equivalent and training. Res., £50, increasing.—A 4063.

MATHEMATICAL AND SCIENCE MISTRESSES.

Mathematical and Science Mistress for good School in South Africa. University Degree or equivalent. Res., £100 and passage.—A 4096.

Mathematical Mistress for Public Secondary School. Degree or University Honours. Experience or training and Churchwoman. Res., £60–£80.—A 4116.

Mathematical Mistress for Church Public School. University Honours woman and Churchwoman essential. Res., £50, increasing to £70.—A 4000.

Science Mistress for Public Secondary School. Experienced. Non-res., £80–£100.—A 3997.

Science and Mathematical Mistress for Church High School to teach Botany, Physiography, and Mathematics. Churchwoman. Experience or training. Non-res. post, with fair salary.—A 4132.

Science Mistress for Public Secondary School. Degree or University Honours. Experience or training. Churchwoman. Res., £60–£80.—A4115.

Science Mistress for large Private School to teach Botany. Res., £50, increasing.—A 4100.

Science Mistress for High School. Science Degree or University Honours Science. To teach elementary Physics, Chemistry, or Mathematics. Experienced. Res., £80 ; or non-res., £100 — A 3130.

Science Lecturer for Church Training College. Degree or equivalent. Experience and Churchwoman essential. Res., £80–£100.—A 4041.

Mistress to teach good Botany and Form subjects in recognized Secondary School. Experienced. Res., £40.—A 4001.

MODERN LANGUAGE MISTRESSES.

Language Mistress for important High School in London to teach French and German. Good qualifications and experience essential. Non-res. with good salary.—A 4154.

Language Mistress for high-class Public School. English University woman, with good French (acquired abroad). Res., £70–£80.—A 4085.

Language Mistress for Public High School to teach advanced French, with some German and English subjects University Honours or equivalent. Non-res., £100, increasing.—A 4093.

Language Mistress for important High School to teach advanced French and German (acquired abroad). Good qualifications and experience essential. Non-res., £100, with extra for Conversation Classes and Private Tuition.—A 4006.

Language Mistress for high-class Private School to teach French (acquired abroad), with some German, and Needlework, Drilling, or elementary Music —Res., £40–£50. —A 4101.

Language Mistress for Public School in Canada. University woman, with good conversational French. Experience or training. Res., £80–£90 and passage.—A 4016.

KINDERGARTEN MISTRESSES.

Kindergarten Mistress for good Private School. Higher Certificate, N.F.U., and experience essential, with Gymnastics or Ablett's Drawing. Res., £30 £40.—B 4013.

Kindergarten Mistress for School in France, with elementary English subjects and Drilling. Res., £20 and French Lessons.—B 4135.

Fully trained **Kindergarten Mistress** for School in South Africa. Experience and Nonconformist essential. Res., £80 and passage.—B 4061.

Kindergarten Mistress for Private School in the North. Higher Certificate, N.F.U., with Drilling and Gymnastics. Res., £35.—B 4089.

ART MISTRESSES.

Art Mistress for good Private School in Yorkshire to teach Drawing and Painting. Res., £35–£45. —B 4104.

Art Mistress for good Private School to combine the teaching of Art with Gymnastics. Res. post, with good salary.—B 4031.

MUSIC MISTRESSES.

Pianoforte Mistress for important Public School to teach 20 Pupils a week. Training in German Conservatorium and good experience essential. Non-res., £130.—B 4155.

Music Mistress for good School in the North to teach Pianoforte and Violin. Good qualifications and experience in preparing for Examinations essential. Non-res., £85–£100.—B 4059.

Music Mistress for English School in Constantinople. Pianoforte and Singing. German training. Res., £60, with capitation fees and travelling expenses —B 4025.

Music Mistress for School in Canada. Pianoforte, Solo, and Class Singing. Some Diploma and experience, and Churchwoman essential. Res., £50 and passage.—B 4036.

Music Mistress for Public Secondary School. High qualifications and experience essential. Churchwoman. Res., £60–£80.—B 4118.

Music Mistress for important School to teach Class Singing, Harmony, and Pianoforte. Experienced. Nonconformist preferred. Res., £45. —B 4133.

FOREIGN MISTRESSES.

French Mistress for Public Secondary School. Good qualification and experience in England. Non-res., £100.—B 4123.

French Mistress for Public Secondary School. High qualifications and successful experience in good English schools essential. Res., £80.—A 4058.

French Mistress for Public School in Canada. Good experience in English Schools and Protestant essential. Res., £60–£90, and passage.—B 4018.

Foreign Mistress for Public High School to teach French and German for English Examinations. High qualifications and good experience in English schools essential. Non-res., £100, with extra fees for Conversation Classes and Private Tuition.—A 4006.

Foreign Mistress for important High School in London to teach French and German. High qualifications and good experience essential. Non-res. post with good salary.—A 4154.

Foreign Mistress for high-class Private School to teach French (pure accent). Some German, with Needlework, Drilling or Music. Res., £40–£50.—A 4001.

French Mistress for high-class Private School in London. Good qualifications and experience. Res., £40 —B 4048.

German Mistress for high-class Private School, with some Music and Needlework. Res., £30–£40. A 4130.

For further particulars of these and other September Vacancies apply, stating age, qualifications, &c., to

Mr. TRUMAN'S EDUCATIONAL AGENCY, 6 Holles Street, Cavendish Square, London, W.

No charge of any kind is made to applicants unless an engagement be secured through this agency, when the terms are reasonable.

SCHOOL TRANSFER DEPARTMENT.

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I. THERE is a story told of the famous English judge Lord Mansfield which is so appropriate to my present discourse that I venture to repeat it. A farmer of practical good sense in Australia was made a judge, but of legal technicalities he knew nothing. During his brief stay in England he met Lord Mansfield, who gave him this piece of advice: "Give all your decisions briefly and boldly, but give no reasons for them. In nine cases out of ten your decisions will be right, while your reasons for them would be wrong." This story I have told you for two purposes. The first and most important I shall leave you to discover as I proceed; the second is that I propose to speak to you to-night mainly in the spirit of Lord Mansfield's advice to the farmer—not that I fear my reasons would be wrong, but simply because the occasion demands brevity.

II. A distinguished educational writer has recently told us that the present is a "time of unrest" in secondary education. He might, I think, with equal truth have said that the present is a time of unrest in all grades of education—primary and tertiary as well as secondary; and not only in England, but all over the civilized world. Even the most apparently solid and stable methods and means of education are being searchingly subjected to criticism. But the whole situation is so complicated that those who have studied it most and had the most varied practical acquaintance with education are the least dogmatic. At all times in the history of education a truly enlightened public opinion is highly desirable, but never more so than now. The causes of the present unrest are many and subtle, but chief among them appear to be these:—(1) The inadequacy of educational systems to cope with the legitimate claims upon them of that enormous subdivision of occupations which characterizes modern civilization, with the unceasing wants and desires of mankind both producing and produced by this very subdivision of work. (On this point I would, parenthetically, remark that, important and useful as is the clerk, we are yet obviously justified in asking seriously on what grounds, other than custom and tradition, our elementary education—with, happily, here and there notable exceptions—persists in the vain attempt to turn our future town mechanics and agricultural labourers into inefficient clerks. For one who observes closely the newer signs of the times it does not require either much insight or much courage to prophesy that creative manual training, with concrete mathematics as its servant and joyful art as its mistress, and humanized Nature study will both occupy in the school curriculum of the future a position vastly different from what they do at present.) (2) And closely allied to the first cause of unrest—and in sharp contrast with the monotonous uniformity of capacity among barbarous tribes—there is that extraordinary diversity of personality and talent which educationists are slowly beginning to recognize as existent among our pupils; (3) the disappearance of the old apprenticeship system in numerous occupations and its gradual decay in others; (4) the almost startlingly rapid growth of modern science, and the accompanying rise of many occupations into professional occupations; and (5), last but not least, relations between the various nations the most complex and close that the world has ever seen, leading to increase of co-operation and increase of competition both within the nation and between the nations—two apparently essential conditions of humanity's progress.

Now I do not propose to attempt this evening to even sketch the barest outline as to how education is to deal with these highly complex factors—how, in a single word, each individual is to be most effectively trained to become, in the language of Socrates, a *world-citizen*—for I venture to think the problem is nothing less than that. I shall confine myself to a few broad remarks upon one aspect only of education—an aspect, however, which, were it treated at all comprehensively, would go very deeply into fundamental principles and touch the factors I have enumerated at manifold points. I propose to deal with one aspect of the relations between science and occupation.

III. This word "science" is a word much bandied about. To avoid misunderstanding I must remind you of certain fundamental aspects of it that are apt to be forgotten. What *is* science? We are too apt to think of it merely as something ponderous, contained in equally ponderous books. But it is much truer to think of it not as lifeless printed material, but as something living in the mind and influencing one's work. For science is born anew in the deliberate will and intention of each of us when we succeed in thinking about the principles of our work in a clear, logical, and systematic way, and courageously put our conclusions to the test of experiment; and the so-called sciences are the written records of such thinking, only more extensive, clear, systematic, and consistent, and more true to reality because they have been tested by countless experiments and experiences in the race.

Now I want you students, when you come to think afterwards over what I am telling you—and I hope you will show my carefully weighed words that esteem and honour—I want you to bear vividly in mind this deep truth, that all theory, all knowledge, all the broad groups of sciences, originally sprang from the experience gathered by man from one or other of his numerous occupations. Thinking has arisen from doing: thought from action. Do not imagine that science floats, as it were, in the clouds, serenely isolated from the hum and bustle and occupations of the busy world, and developing in some mysterious manner of its own. The more vividly you realize this great truth, that science ultimately sprang, and is continually springing, from the desires and efforts of men to increase their skill in their occupations by understanding the eternal principles that underlie all dealing of man with Nature and of man with his fellow-men (that is, the manual and mental occupations, industry, trade, the professions, and so on), the more vividly will you see the deep importance of science to all occupations. You will then recognize the other side of the relation; for to every action there is always a reaction. If science ultimately has sprung from, and is continually springing anew from, occupations, science has repaid the debt both by rendering those who follow her teaching more skilled in their occupations and by actually giving rise by her discoveries to absolutely new types of occupations. One of the great conditions of human progress is this unceasing reciprocal relationship between occupation and science, each constantly producing and being produced by the other. Out of many instances I shall choose one striking example of the development of science from occupation.

Monge was born the son of a French pedlar about 1750. The construction of a plan he made of his native town brought the boy under the notice of a colonel of Engineers, who got him admitted to one of the military schools. His humble birth precluded him from receiving a commission in the Army, but he was taught surveying and drawing; though he was told he was not sufficiently well born to be allowed to attempt problems which required mathematical calculations. At last his opportunity came. He observed that all the plans of fortifications were constructed by long and tedious *arithmetical* calculations from the original observed measurements. Monge substituted for these a *geometrical* process he had invented which produced the plan so quickly that the officer in charge refused to receive it, because professional etiquette required that no less than a certain time should be spent over making these drawings. When once examined, its obvious superiority was recognized. This geometrical process discovered by Monge was nothing less than a new branch of geometry—known to students of engineering as practical solid geometry—a science in which, by the now familiar method of plan and elevation, a solid object can be represented adequately by construction on a plane—a method whose practical, or, let me say, occupational, value can scarcely be over-estimated, and the further development of which by Monge had far-reaching effects upon mathematical science itself. Here we have a new and distinct branch of science springing directly from the occupation of war, on its engineering side.

IV. Now permit me to speak to you for a little about your occupation from the point of view of the skill which you display in it, and the pleasure that you may derive from it. There are at least two kinds of skill amongst men. One and the same individual may possess both kinds simultaneously in different branches of his occupational work, or at different times; but, in general, each of us has predominantly either one kind or the

* An address delivered at the Annual General Meeting of the Sunderland Technical College.

other, according to our abilities and training. Subsequently I shall briefly touch on a third kind of skill ; but, to avoid confusion in your thought, for the present I propose to limit my discussion to two. Moreover, this third kind is the gift of Nature, innate ; while the other two are respectively the products of a definite scientific training, or the want of it.

There is that kind of skill which every one can more or less develop by sheer imitation and constant repetition, without any sensible grasp of the rationale of the operations he performs. This commonly distributed skill, as it is derived from the routine pursuit of one's occupation, I shall call *routine* skill. Here is an excellent instance, where the routine skill was exceptionally great :—

> Some years ago [I am quoting from John Stuart Mill] a Scotch manufacturer procured from England, at a high rate of wages, a working dyer famous for producing very fine colours, with the view of his teaching the other workmen the same skill. The workman came ; but his mode of proportioning the ingredients—in which lay the secret of the effects he produced—was by taking them up in handfuls, while the common method was to weigh them. The manufacturer sought to make him turn his handling system into an equivalent weighing system, that the general principle of his peculiar mode of proceeding might be ascertained. This, however, the man found himself quite unable to do, and therefore could impart his skill to nobody, as he had never generalized the grounds on which he acted in his own mind nor expressed them in language.

From this and numberless other cases it can be shown that this purely routine skill has, in general, the following characteristics :—(1) It is gained by sheer length of experience in one's occupation ; (2) it is incommunicable (by language) to others ; (3) it does not, by itself, suffice to enable its possessor to discover or invent improvements in the operations incidental to his labour, either, it may be (if he is an engineer) in improving machinery or replacing routine operations by machinery, or in other ways by which his skill in his occupation may benefit not only himself, but his fellow-men ; (4) therefore, broadly speaking, this kind of skill, valuable as it is, being incommunicable, dies with its possessor ; (5) it does not tend to be accompanied persistently by the natural joy that springs from activity spontaneously developed and rationally cultivated.

The second kind of skill is the skill which owes its development to a combination of practice with a clear consciousness of the principles underlying the operations one performs—a gradual understanding of the *why* of a process. I have already said that, wherever one finds clear and systematic and logical thought about the true principles of one's work, there and to that extent you have science, and the skill that is developed by the application of such thought to one's practical work is *scientific* skill. For the attainment of a high degree of dexterity or skill in the repeated operation of some simple mechanical process scientific skill *may* be a distinct disadvantage. When, towards the end of the eighteenth century, some of the great logarithm tables were being calculated, it was found that the great French mathematicians Lagrange and Laplace—world mathematicians, indeed, in their greatness—made incomparably more blunders in the simple additions and subtractions and multiplications and divisions than the professional calculators who could do nothing in mathematics but these simplest sums of all—but these they could perform almost without a blunder. Yet it was Lagrange and Laplace who supplied the very labour-saving formulæ or machinery by which the calculations were made—compressing thereby, by their inventive genius, the work of a lifetime of ordinary calculation into the space of a few hours. Here we have the two extremes—highly developed routine skill, with no comprehension of the machinery or formulæ used, and, in sharp contrast, inventors of the machinery itself, but with little mechanical dexterity in its application. Now, it *may* be —and, indeed, does actually appear to be—the case that there will always be a large proportion of workers in all occupations who can attain, owing to limited intelligence, only the routine skill, and there will be, at the other extreme, a few men so rarely gifted with the creative faculty that they continually pass on from the discovery or invention or creation of one thing to another that they seldom attain the highest measure of routine skill. But between these extremes stands the man to whom the combination of science and practice is so necessary if he is to do full justice to his powers—for whom, in a word, scientific skill is the ideal.

This harmonious combination of theory and practice in the production of scientific skill is shown in a very high degree in the lives and work of great engineers—Stephenson, Watt, Fairbairn, and others. It is true that they did not get much of their science from technical schools, because such schools were rare in those times : but what science these men could learn from others they did learn, and they attributed their success mainly to the firmer and clearer grasp they were, by sheer hard thinking, constantly acquiring of the scientific principles upon which all great work is based. Of such a stamp of ability as these famous old engineers—I am mainly choosing engineering for illustration, as the bulk of our college students are engineers of one branch or another ; but the educational principles I am stating are applicable with equal truth to any occupation—I say of such a stamp of ability as the great engineers was Helmholtz, one of the half dozen greatest scientists of last century. Such, also, was our own Faraday, and such, one may happily say, *is* Kelvin. These three great men should be called not mathematicians, not physicists, but, essentially and above all, mechanics—but mechanics with supreme scientific skill. Listen to what Helmholtz says of himself (I remark that this autobiographical passage is, I believe, applicable to all great physicists). I translate freely from the original *throughout*, in the spirit of the whole context.

> As an experimental and mathematical physicist I had gradually changed the geometrical way in which I had looked at the material Universe, as a young man, into a mechanical view. I felt intuitively, as it were, how the forces would distribute themselves in any piece of machinery—a power which one finds possessed by skilled mechanics and machine designers. But I had an immense advantage over these in the power I had cultivated of being able when necessary to express mechanical problems of a very complicated and difficult nature in mathematical language, and thereby, after reaching the mathematical solution, both of overcoming mechanical difficulties otherwise beyond my power and also of being able to communicate my discoveries for the benefit of humanity at large.

He adds subsequently the noble words which I cannot forbear quoting :—

> As the highest motive influencing my work—though not reached in my early years—was the thought of the civilized world as a constantly developing and living whole, whose life, in comparison with that of the individual, appears as eternal, in the service of this eternal humanity my contribution to knowledge, small as it was, appeared in the light of a holy service, and the worker himself feels bound by affection to the whole human race, and his work is thereby sanctified. This feeling all can theoretically understand, but long experience of it alone can develop it into a powerful and steady impulse.

With respect to Faraday, it is worth while noting that, in order to express *his* discovery of new truths, he actually—not being conversant with the orthodox mathematics of the schools —invented a branch of mathematical symbolism, as original and novel as it has since proved fruitful and educative.

Huxley, too, tells us he ought to have been an engineer.

Now I call these men essentially skilled mechanics ; one might say (using the old word) glorified master *smiths*. First, because of the wonderful refinement of the muscular and tactual senses and of the co-ordination of hand and eye—the source, perhaps, of their greatest discoveries ; and, secondly, because their view of the world was coloured by mechanical considerations, the world being to them a vast and complex piece of machinery. When I say "coloured," I should say necessarily coloured, for every man's thoughts are a product mainly of his occupation ; and the life-occupation of these men was that of an investigator into the material mechanism of Nature. Here I would draw your attention particularly to this fact, that science in itself has grown so important to the world that we have now a new occupation to add to the old—the occupation of a professional scientist.

You will find, if you look for them, all the old-world types of occupations persisting in modern civilization, though often in a very disguised form. We cannot get away from our ancestors. Just as a physical scientist is a smith, so is the botanist a farmer and shepherd, the zoologist a huntsman, the geographer a sailor, the historian a scald, the doctor a wizard or medicine-man, and the lawyer a scribe. As for the mathematician, his material—the oldest science of all—has been drawn from such a variety of occupations that, if he vividly grasps the spirit of the history of his science (though, unfortunately, this is rarely the case), he should find himself in a very real sense the heir to all the ages, and become imbued with sympathy for all occupations. It has been well said : "As the child is father of the

man, so is the worker of all men. And it is time to cease thinking with the politician of the worker as a child to be led by the nose, but to recognize in him, according to his kind, the staff of every occupation in the world, however highly developed—of skill however masterly, of genius however sublime, of virtue however pure."

I would have you observe, with respect to these two kinds of skill, how much more powerful, presuming them equally developed, is scientific skill in comparison with routine skill—how much more valuable it is to its possessor and also to mankind. Subsequent reflection will, I think, convince you of certain truths of deep importance to you: (1) that to the degree in which you can direct your skill scientifically, that is, understand the why as well as the how of certain operations or processes, to that degree your skill becomes more valuable and more communicable to others; and (2) to that degree grows greater the joy that comes from skilled work directed by rational principles.

The function of the college is to develop in you a certain attitude to, and unquenchable desire for, organized knowledge, or science, as something of great value which will help you to understand more and more thoroughly the principles at the basis of your occupation. But no sensible man really believes that the college is in any way a substitute for the practical training of the workshop, counter, office, and so on. A college training alone will generally make a man learned in his occupation; it cannot give him common sense and skill. A practical training alone will make a man skilful, but this skill tends generally to become routine skill. Combine the college and the occupation in one harmonious training and you get that scientific skill which is undoubtedly best of all. For, depend upon it, ladies and gentlemen, humanity has not gradually developed all this vast mass of communicable experience we call theory or science without the constant and powerful stimulus felt by even the ablest of us of requiring that knowledge directly or indirectly for the more efficient pursuit of our various occupations. To a great extent for centuries the highest organized knowledge or science as applied to occupations has been the monopoly of the professional classes: yet, if there is one thing more than any other that now requires democratization, it is assuredly science. I venture to believe and prophesy that the time will come when the most capable and earnest students in our colleges—attending in evening, afternoon, or, perhaps (as in some foreign towns), on Sundays—will be the mature and skilled members of the population in all occupations where the value of knowledge has been experienced by them when young; mature students who will bring many of the difficult problems confronting them to college, and, in co-operation with the skilled teachers there, work out the best solution. I go further; there would be every advantage in having—as was often the custom among the wisest nations of antiquity—occasional courses of lectures in our colleges, at suitable times, from the wiser and more experienced heads in the town, both on subjects of local and national interest and on subjects on which they have special expert knowledge in their particular occupations. For science is a servant the more useful to us the more experienced and skilful we become. The greatest men in all occupations have been those who have never ceased to employ her help, and freely gave to others what they had mastered themselves. Science in its deepest sense is worthy to be, and, happily, often is, the valued companion not merely of youth, but of age. Among the losses continually borne by nations few surely are greater than the loss by death of the ripe wisdom and experience of the mature and the old. Happily some of this is indirectly preserved and shows its fruits in the succeeding generations; but what a vast mass of this valuable experience, though communicable to mankind were the opportunity offered, sinks unuttered into the eternal silence of the grave!

V. I have now briefly touched on two kinds of skill—routine skill and scientific skill. There is at least one other fundamental variety, which may be appropriately named *artistic* skill. Education cannot give it, though education may aid or thwart its development. In attempting, in the time at my disposal, to deal with this highest, and apparently final, form of skill, I cannot hope to wholly escape the charge of obscurity; for it is a form whose essential characteristic is that its products can with ease be recognized by sense and feeling, but with difficulty, if at all, described in language. Artistic skill has points of contact with both the other forms of skill. To routine skill it is allied in this, that it is incommunicable by language to others; but for a widely different reason—since artistic skill, being the very expression of the personality, is individual and unique, and above the reach of language, therefore, which deals essentially with the generic and common. Routine skill, moreover, is communicable to a limited extent, if not by language, yet by sheer imitation; and its products can be imitated (by use of one or more of the senses—sight, sound, taste, smell, touch or muscular sense), while artistic skill is wholly incommunicable and its genuine products are truly inimitable.

At the same time, by its very creativeness and originality, the products of this artistic skill are constantly giving rise to new truths in science and to new terms in language, the vehicle of science. Like routine skill, it requires occupational practice for its development—if the germs of power are there at birth. But such practice alone is not sufficient, for it is allied to scientific skill in that the possibility of its highest development rests on the winning, generally by long continued effort (whether at school, college, or otherwise), of a clear consciousness of the great principles that underlie similar past achievements; but it transcends language, principle, reason, or science in its creative uniqueness and its consequent absolute incommunicability by language or by imitation. However deeply analysis may go, in the artistic skill and its product there ever remains something beyond and above analysis. *Routine*, *scientific*, and *artistic* skill form an *ascending* scale of human power and activity. For true art, in whatever occupation it may be developed, is the final and highest expression of our whole character, powers, and personality—whether the artist be a handicraftsman or a head-craftsman, or both—cabinet-maker, jeweller, decorator and designer, machine constructor, teacher, poet, writer, sculptor, musician, actor, dancer, cook, architect, surgeon, scientist (*quâ* synthetic), or what not. Above and beyond their scientific skill, all great scientists (think of those I have already mentioned) possess much of this artistic skill, the very portion, indeed, of their experience and experimenting which they themselves never fully understand, though the source of their greatest discoveries, and which, essentially incommunicable, necessarily dies with the possessor. And all of us exhibit more or less of this artistic skill in the greatest art of all, the art of living and character-building.

The teacher, as artist, himself shows his highest skill when his stimulus succeeds in calling forth and aiding in the development of powers which each of us has, in a greater or less degree, peculiar to himself, and in whose fullest life-long development each finds his greatest source of happiness.

It is, I venture to think, one of the fundamental weaknesses of modern education that, from a false economy and other motives, we are compelled to educate our pupils in such large groups and by methods so similar. The apparently inevitable result is, in general, the stunting of valuable variations in individuality and the production of too large numbers of individuals with closely similar powers, with the economic consequences—unduly great competition for a livelihood, cheapness of remuneration below a fair standard of living, and subsequent degradation. With the development, on the other hand, of individuality by a mode of organization that deals with large numbers of comparatively small groups, numberless varieties of craftsmen (including hand-workers and head-workers) would result, competition would be less severe in one and the same sphere, and the standard of living would rise. The common is cheap and the rare is dear, and nothing is so rare as fully developed individuality.

A word on this question of the craftsman. If I do not misread the signs of the times, we are at last working again towards that long lost ideal in education and in industry—the combination of head and hand skill, or, otherwise described, a reunion of the fine with the mechanical arts. Perhaps the modern *poet* would most of all profit by such a development.

There is an art preceding science and an art succeeding science, and the deepest science attempts in vain to overtake the highest art; the secret cannot be yielded up, for it is unique and incommunicable. I say the *highest* art, for, when science has searched out the secret of the achieved, art has already advanced a new stage forward. Thus will it ever be; in the last resort the general can never explain the individual. Aristotle recognized this deep truth with respect to the art of right living itself in his well known dictum that the

theory of morality is based upon the practice thereof. As the practice changes theory develops.

VI. You will now see more fully why I related the little story at the beginning. Perhaps, without straining the analogy unduly, we may say that the farmer's decisions would partake of the nature of *routine* skill; throughout his life he had been accustomed to make decisions without in general analyzing his grounds. As a product of routine skill, these grounds would be incommunicable, being built on his character and previous experience; or, if he ventured on stating grounds, they would in general be false, for the language of character lies not in words, but in acts. In sharp contrast, the decisions of the judge would be the products of *scientific* skill and the grounds thereof communicable. But may we not safely venture to affirm that even the trained judge—if not in the law court, at least in the complexer affairs of life itself—would be compelled at times to give decisions in the spirit of the advice he gave the farmer, in that he too would be equally unable to state correctly his grounds? But such decisions, in the case of the judge, would be the product of *artistic* skill, and would probably express his trained powers in their very highest sense—the power of the artist.

It has been recently stated that to test the value of a Frenchman you ask the question, "What examinations has he passed?" of a German, "What does he know?" of an American, "What can he do?" and of an Englishman, "What sort of a fellow is he?" On the French I am sure this is a libel, but the remaining questions appear, so far as I have any pretensions to judge, happily characteristic of the three other nations—knowledge being prized by the Germans, enterprise by the Americans, and character by the English.

By all means let us preserve character as the highest ideal of the three—as the product, the highest, of the highest form of skill; but let us be willing also to learn from our great German neighbours the immense value of communicable knowledge, of science, to our occupations, to our life-work.

COLET'S PLACE IN THE HISTORY OF EDUCATION.

By A. F. LEACH.

IN his speech at the opening by the Princess of Wales of the splendid building of the new St. Paul's Girls' School on April 15, the Prince of Wales said: "The foundation of St. Paul's School was due to Dean Colet's liberality and his desire for educational reform. Of him it has been said that the system of middle-class education, which by the end of the sixteenth century had changed the very face of England, was the direct result of Dean Colet's foundation of St. Paul's School."

It is a pity that those who supplied this quotation from Green's "Short History" enabled it to figure once more in public as authoritative history, especially on so great an occasion, which might have been utilized to put Colet in his true place in the hierarchy of educational benefactors.

It was not, of course, to be expected that a writer translating the whole history of England from Cæsar to Victoria into the language of the nineteenth-century novel should be exact, still less original, on any particular subject or person. His treatment of Colet was founded on Seebohm's "Oxford Reformers" and Knight's "Life of Colet." But, with his rapid rhetoric, he exaggerated and over-coloured his original.

> Colet seized the opportunity (*i.e.* the end of Henry VIII.'s war with France and the election of Leo X. as Pope) to commence the work of educational reform by the foundation of his own grammar school beside St. Paul's. . . . All the educational designs of the reformers were carried out in the new foundation. . . . Not only did the study of Greek creep gradually into the schools which existed, but the example of Colet was followed by a crowd of imitators. More grammar schools, it has been said, were founded in the latter years of Henry than in the three centuries before. . . . The grammar schools of Edward VI. and of Elizabeth—in a word, the system of middle-class education, which by the close of the century had changed the very face of England—were the direct results of Colet's foundation of St. Paul's.

It is amazing that so many and so great mistakes should have been crowded into this single passage. To begin with "seizing the opportunity." The war with France ended, and Pope Leo's accession took place, in 1513. Colet's School (as Colet tells us himself) was begun in 1508, was in full working order in 1510, and "was full finished in every point," including its statutes, in 1512. So that its foundation really belongs to the reign of Henry VII., and was completed before the supposed opportunity for its erection occurred. The implied statement that Colet was the first to introduce the teaching of Greek into schools is almost certainly ill founded. Greek was taught publicly at Oxford—and, first of all, at New College—under Warden Chandler, who had been Warden of Winchester as far back as 1465. William Horman, a Winchester and New College scholar, who was Head Master first of Eton (1485–1494), then of Winchester (1495–1501), must have taught Greek at both places; for, in a book he published in 1519, consisting of the "Vulgaria," or sentences for translation, which he composed when a schoolmaster "many years before," there are many references to Greek and teaching of Greek—"We have played a comedi of Greke"; "He uttereth goodly his Greke"; "He is singularly well lerned in Greke and Latin." Horman also says that no other poet comes up to Pindar. He prints "Telos" instead of "Finis" at the end of his book. A letter of Sir Thomas Pope, saying that he learnt Greek at Eton when he was a boy, though the learning of Greek had decayed then (1556), confirms the inference that Winchester and Eton had taught Greek before St. Paul's. Probably Colet's statutes are the first school statutes which mention Greek as a subject to be taught; but the reference to Greek is very slight. The bulk of the chapter "What shall be Taught" is taken up with insisting on the Latin being pure—"all barbary, all corruption, all Latin adulterate" being excluded. But the authors in the "veray Roman tongue" which he wished to restore were not Horace and Juvenal, Livy or Suetonius, but Proba and Sedulius and Juvencus and Baptista Mantuanus—the very names of whom are unknown to our classical scholars; and the last, indeed, was a friar then living. All this about "Latin adulterate" was a commonplace of the reformers of the learning of the day. The preface to Horman's book is taken up with a vindication of his attempt to restore Ciceronian Latin, "which opponents call new, though much older than their Gothic and Vandal Latin."

As for Colet's being in any sense the originator of middle-class education—whatever sense may be attached to the phrase—or the setter of an example in the foundation of grammar schools, he might almost as well be credited with the invention of classics or the introduction of writing. Green has, as to the facts, misquoted Knight's "Life of Colet," published in 1724. Knight said that "more grammar schools were founded within thirty years before the Reformation than in three centuries before"—a very different epoch from Green's "latter years of Henry VIII." Knight no doubt meant the generation before 1536, when the Reformation may be properly said to have begun, which was a generation fertile in foundations, no doubt; whereas the later years of Henry were rather years of destruction, or, at the best, reconstruction, and not of new foundations. But Knight's statement is entirely erroneous. The bulk of the ancient grammar schools of England were due to the collegiate churches, cathedral and other, scattered all over the country, or else to the gilds and chantries of somewhat later foundation. Of two hundred collegiate churches, nearly all of which maintained grammar schools, not ten were founded in Henry VIII.'s reign, and the same proportion exists in regard to gilds and chantries. Colet's own school was a case of reconstruction and new endowment and rechristening; not of new creation or original foundation. He himself was careful to obtain, and also to put on record that he obtained, for his "New School of Paul's," the building, the property, and privileges of the old Cathedral Grammar School, next door to which he built his new one.

The most remarkable thing about his foundation—and that which made it so famous—was that he transferred it from the jurisdiction of the Chapter, of which he was then head, to the Mercers' Company—from the Church to the laity; and made it free for all. In neither of these things did he set a new example. The movement to place the control of education in the hands of the laity by placing school foundations under lay, rather than ecclesiastical, governors had begun at least seventy-five years before Colet. One of the first persons to do it was,

like Colet himself, a member of a City company, and, like Colet's father, an ex-Lord Mayor. William Sevenoaks, Grocer and Alderman of London, by will of July 4, 1432, gave an endowment for a free grammar school at Sevenoaks—a school to teach children, free from tuition fees—to the vicar, churchwardens, and parishioners, and expressly directed not merely (as Colet did) that the head master need not be in Holy Orders, but positively that he was not to be in holy orders, "in sacris ordinibus minime constitutus." Half a century later, on March 20, 1488, Sir Edmund Shaw (Shaa), "citizen and Goldsmith and late Mayor of" London, gave to the Goldsmiths' Company an endowment for a grammar school at his native place of Stockport. The master this time was to be a priest, because, though he was to be "able of cunning to teach grammar frely," he was also to pray for the soul of the founder. Colet himself provided a chantry priest as part of his new school foundation, to pray for his soul; but his chantry priest was not the head master, but an assistant master, to teach the children, the "pettits," the Catechism and Ten Commandments in English. It would be hazardous to assert that Shaw's was the first school endowment entrusted to a City company; but it was, at all events, one of the first. On January 25, 1503, Sir John Percyvale, merchant tailor and ex-Mayor, gave twelve houses in Lombard Street to the Merchant Taylors' Company for the endowment of a "Fre Gramer Scole" at Macclesfield, "hard by" which he "was born" for "teaching gentlemen's sons and other goodmen's children of the town and county thereabouts." In this same year the people of Bridgnorth, by subscription, founded a free grammar school, and showed their preference for lay instruction by passing an ordinance that "after the Free School master cometh to the town there shall noe priest teach no children." His wife also founded, in 1508, a grammar school at her native place, West St. Mary, in Cornwall, but placed it in the hands of private trustees, not of the Company. In 1505 Sir Bartholomew Read, goldsmith and ex-Lord Mayor, founded a grammar school at Cromer, of which he made the Goldsmiths' Company trustees. Lastly, Sir Stephen Jenyns, merchant tailor and ex-Lord Mayor, in 1508 founded Wolverhampton Grammar School, and gave the endowment and government of it to the Merchant Taylors' Company, though the actual conveyance was not completed till 1515, after the completion of Colet's endowment of St. Paul's.

It is perfectly clear, therefore, that neither in endowing a free grammar school, nor in giving its management to the City company to which he belonged, nor in its lay head master, was Colet original or the beginner of any movement: he was merely following a fashion already set.

As for the class who attended the grammar schools, and for whom they were intended, that was by the very nature of things the same from the days of Augustine as it is now. It was the middle class—the class between the aristocracy, the nobles, and the working man, the villeins—though neither the aristocracy nor the working classes were absolutely excluded. A very few examples may suffice. Richard Felaw, Portman or Mayor of Ipswich, on January 2, 1483, gave his house for a common school house for a grammar school master, "freely without anything therefor yielding," to receive and teach all children born and dwelling within the town, coming to the said school, "freely without taking anything for their teaching, except children of such persons as have lands and tenements to the yearly value of 20s., or else goods to the value of £20," *i.e.*, it was for all classes, but the well to do were to pay fees. A hundred years before, the scholars of Winchester College, founded in 1352, were to be poor and indigent children of those who without help could not send their sons to the Universities; while ten commoners who were allowed to board with them were to be the sons of noble and powerful persons, special friends of the college. The "noble" were, as proved by their names, the sons of the county gentry, knights, and chief justices, and so forth; but, in point of fact, a large proportion of the scholars were in Wykeham's own days the younger brothers of the same nobles. Many of them came as commoners, and were afterwards admitted on the foundation.

At Eton, founded 1440, there was no limit: the school was a free grammar school for the scholars "and others whatsoever and whencesoever from our kingdom of England," "gratis without the exaction of money or anything." By the statutes the sons of villeins were expressly excluded. But centuries before Winchester College, the so-called Asser—King Alfred's biographer, who, whether he was Asser or not (and he almost certainly was not), at all events wrote not later than the beginning of the eleventh century—tells us how Alfred, who brought up his elder children at Court, sent his younger son to the grammar school (presumably at Winchester) "with the children of almost all the nobility of the country and many also who were not noble." Here, then, we get the middle classes at school side by side with the aristocracy in 1001–25, if not in 890–900. Centuries before that, again, the biographer of Alcuin's predecessor at St. Peter's School, York, Helberct, or Albert, who afterwards became Archbishop about 730, tells us how he had "a crowd of the sons of the nobility as scholars," while Alcuin himself says that "whatever youths he saw of marked ability he collected round him, taught and brought them up." So that all classes were represented.

The truth is that, in the history of schools, as of most institutions, the passion for crediting to one master-mind what is the product of an age, or of many ages, the working together of many men and many minds, bringing here a little and there a little, is contrary to truth and fact. Colet's transfer of St. Paul's School from the clergy to the laity, his insistence on the new learning, his making his school free for 153 boys, may have brought home to the minds of his contemporaries in a striking manner the revolution that had taken place in men's ideas of education. But the revolution itself had taken place quietly and had begun to show itself in scores of earlier foundations.

The schools were necessarily and always mainly the haunts of the middle classes, which alone had the time, the means, and the inclination for study. The working classes were, for the most part, excluded by lack of means: the aristocracy by lack of inclination. Yet specimens of each might always be found in them. Until the fifteenth century the schools were mainly for clerics, who wanted the instruction given in them, though a modicum of laymen was always present. The revolution consisted in the gradual extension of the lay element in the schools, due to the gradual substitution of laymen for clerics in the law, in the Civil Service and the learned professions, in medicine, and in learning generally, and the consequent substitution of lay for clerical government and of lay for clerical head masters. From both of these latter changes there was considerable reaction when the clergy became themselves secularized and married men in the generation after Colet, as the history of his own school shows, and the last has not even yet been completed.

LOVE'S EMPIRE.

DEDICATED TO THE LEAGUE OF THE EMPIRE.

HERE'S to the kinship our comrades died fighting for!
Here's to the service of all the oppressed!
Here's to the great debt that knows no requiting, for
We were born free at its mighty behest!
England?—Nay, wider than Britain the scheme of it—
Love is the bond that is more than the dream of it,
Love that the years will fulfil and attest—

Love that shall welcome the world to a share of it,
Ever too proud for low cunning or greed,
Tender to weakness and strong in the care of it,
Regally sheltering all that have need—
Love that will conquer in hearts of true loyalty
All that's unworthy of Empire and Royalty;
Love that is servant in word and in deed!

True to the flag, then, and true to each other, boys,
Love shall command us in battle array;
Shoulder to shoulder as sons of one Mother, boys,
"God and St. George" be our banner to-day!
So through the Empire, the breadth and the length of it,
Live in the life of it, fight in the strength of it,
Vanquish the hatreds that wound and betray!

ANNIE MATHESON.

THE EDUCATIONAL DISRUPTION OF ENGLAND.

IT seems difficult to arouse local interest in any subject or movement without at the same time stirring up a feeling of particularism and exclusiveness—of local patriotism which tends to overshadow the larger loyalty, for the simple reason that the very limitations of the local sentiment render it more comprehensible, and therefore more intense, than its rival.

Thus in education there is a strong tendency for local autonomy to degenerate into mere provincialism ; for each Authority so to encourage its own institutions that the students within its borders will be dissuaded from seeking knowledge beyond its confines, to develop its district into a bounty-fed area that shall aim at self-sufficiency and local independence in educational matters.

But this protective policy is not pursued by organizations which command more local support and rouse more enthusiasm at this time of year than any other institution in our large towns. The football club, which focuses the local conciousness so effectively, is not composed of local men : its units are bought up from clubs in all parts of the United Kingdom ; yet these units combine into a really representative organization—representative, that is, of the local power of choosing and paying for the best.

Similarly, local effectiveness in education cannot be maintained satisfactorily by a process of breeding-in. The local tendency to specialization—all very well in its way, though it is apt to unfit its subject for all but one calling, and so possibly to disturb the balance of the labour market—this tendency needs a certain amount of correction.

The inclination to adapt school teaching to local industries needs to be counterbalanced by the strengthening of that side of education which deals with the development of intellectual power rather than with the acquisition of locally applicable information ; and, whereas locally educated teachers will instinctively see the necessity and the usefulness of the latter, a certain importation of non-local teaching power is advisable if the former end is to be assured.

And it is this side of the work which calls for and deserves most attention, partly because it is most likely to be neglected, partly because in the long run it produces even better technical results than the apparently more direct specialization to which it is opposed. Just as we are now busy discussing the relative merits of a policy of national *power*, such as the mercantile system our protectionist forefathers aimed at developing, and of national *plenty* which lies at the root of our present commercial policy, so must we in school work choose between the easy pursuit of a utilitarian plenty—from the accumulation of a mass of information easily gained, easily tested, probably useless, and easily forgotten, simply deadening to the intelligence and stimulative of the sale of *Tit-Bits*—on the one hand, and the sterner ideal of our earlier economic system—the development of power—on the other, even though we have no dynamometer wherewith to measure the increase of our intellectual forces. Knowledge is power only when it is assimilated ; otherwise it is a dead weight, an encumbrance ; whereas, if the development of power is aimed at, real knowledge is gained in the process as a matter of course.

Now the Universities are our power-houses. There learning is generated, not merely assimilated ; there the digestion of fact by intellect takes place, and energy is the result. Each teacher there has his views and his reasons for his views, and in the clashing and conflict of these convictions the energizing spark is emitted, the force is liberated which should thrill the national brain into an activity sufficiently intense to pierce its way into the vitals of a question, no longer content with mere surface exploration.

But this energy needs to be transmitted ; hence the necessity of the connexion between teachers and Universities. In the vitally important matter of additional training-college accommodation, the Local Authorities are probably to be left to their own devices—the Government has entrusted them with duties and responsibilities, and will probably not interfere in any arrangement they may choose to make. Hence the necessity for local leaders to realize the unity of educational effort in this direction ; that an increase of accommodation in any part of the land relieves the pressure in another, that one additional place in a training college may be secured as certainly by enabling the top man to go elsewhere—say to Cambridge—as by building an extra bedroom, and more cheaply, as the latter course involves a capital as well as a maintenance charge. Hitherto a considerable and mutually profitable exchange of training-college students has gone on between the different parts of England, and those Authorities will act most wisely who enable their best King's scholars to get their training at the centres of highest intellectual attainment, whether such centres happen to be within their own boundaries or not. Let them learn wisdom from the directors of their local football club, and not add to the existing denominational cleavage a division of England into education-tight compartments.

We want, as Mr. Chamberlain said at Birmingham, free trade in education, and when, as a result of this, teachers with the highest teaching power begin to have their effect on school work the public may at last realize that the game is worth the candle, and in consequence finance the new education on a scale and in a spirit very different from those in which they paid with a growl for the vain repetitions of a system whose founder classed education with the branding of herrings.

We want, then, a conception of education sufficiently powerful to inspire a faith that will not only loose purse-strings, but that will at first ask for no sign, as Local Authorities are still—in spite of the abolition of the results system—somewhat inclined to do. Our tradesman's habit of measuring all we pay for has led us into the mistake of trying to measure the growth of intellectual power and character in terms of the accumulation of information. But the artistic value of a picture is not proportional to its surface area, and the Local Authorities must have the sense of proportion, the self-denial necessary to secure the highest training available for their best teachers, and the faith to leave them with as free a hand as possible when they resume school teaching, and to encourage them in the working out of their ideas, which will not necessarily be those of either the administrative body they serve or of the public which pays. Mr. Morant said recently that of all educational expenditure that on the training of teachers was the most economical.—I would add, if it is directed in a sufficiently wise and large spirit ; it is the most critical in any case.

FRANK J. ADKINS.

TWO GRAMMAR-SCHOOL BOYS.

THESE two boys were brought prominently under the notice of the writer of these lines by their respective achievements in answering the questions set in a paper on the common phenomena of Nature and the facts of everyday life. The highest marks in this paper were gained by a boy who is generally regarded by his masters as little better than a "duffer"—I will call him "Pedester." Very low down in the list came the "clever" boy of the school, who may be denominated "Classicus."

These two boys, Classicus and Pedester, are typical of two large classes of grammar-school boys. Classicus is the successful schoolboy. He is head of the school ; he has won a University scholarship, he is captain of cricket and prominent in most other school sports. His prizes in books and plate make a goodly show in his mother's little sitting-room. On speech days examiners and masters point to him as the finest product of English public-school education, the "all-round boy," the best example to be found in Europe of the "mens sana in corpore sano." He is flattered and applauded of all men, a hero alike in the class-room and the playing-fields.

Yet he is nothing better, when you come to probe him, than a fraud and an insincerity, a hollow wind-bag blown out to portentous dimensions by the efforts of his masters, and ready to collapse as soon as the Tripos is over. Scholar he may be, but he is utterly ignorant. I asked him once in class what quarter of the heavens the Sun rose in, and he could not tell me. He got 37 out of 150 in the Common Facts paper. He is destitute of literary culture. He reads the lessons in chapel like a machine. His essays do not show a trace of the smallest intellectual individuality. Ask him to explain the simplest line of poetry, and he will look sad and say nothing. He has probably never in his life learnt anything because he wanted to know it,

or read a book because he was curious about its contents. He has no genuine intellectual interests. He was not born a scholar: he has achieved scholarship not because he thirsted for it, but because he was ambitious and wanted to beat other boys. His scholarship is only skin deep, and it is impossible to imagine him reading a classical work for any other reason than the necessity for passing an examination.

What will be the future of this boy? He will probably get a Second Class in the Classical Tripos; but after that? It will be impossible for him to go into any profession which requires private means, his abilities are hardly sufficient to win him a place in the Civil Service (the natural destination of the machine-made scholar), and he is too stupid for journalism. It would seem that he must either take Holy Orders or become a schoolmaster. For neither vocation would he appear to have any particular qualification. Morally he is just an average boy, and he will probably be just an average man. So far as the mere human eye can see, he is never likely to possess the qualities of the tender shepherd of a flock or a wise moral guide. Equally difficult is it to see in him any of the features of the genuine teacher, except a certain rude power of forcing his will upon others which his position in the school has developed. As he has no love of literature or knowledge, he will have no belief in the value of his class-room work. He can scarcely be ever more than a hack "gerund grinder," bored all his life by having to perform a task of which he cannot see the meaning. To be either a luke-warm clergyman or a half-hearted schoolmaster seems to be the destiny of this gifted and successful schoolboy.

Now let us turn to Pedester. He is the unsuccessful schoolboy. He is fifteen, but he is only in the fourth form. He does not shine either in the cricket field or in the class-room. He can make neither runs nor verses. The school has done next to nothing for his mental life. Of languages, of geometry, of history and geography he has learnt but a few scraps, insufficient to stimulate thought or enlarge his intellectual horizon. Arithmetic acquired with moderate thoroughness, and a little French, perhaps enough for a bicycle tour in Normandy, are nearly all he has got from years of monotonous toil. Yet this boy is not uneducated. From his own reading, his own observation, and conversation with others, he has accumulated a by no means contemptible stock of general knowledge. This knowledge, be it observed, is genuine knowledge. He has learnt about things because he wanted to know about them—not because he wanted to get marks. His mind is genuinely inquisitive and acquisitive, and it has instinctively chosen the food it could assimilate and rejected that which was unsuitable for it. Happily incapable of receiving the "hot-house" cultivation which has been thrust upon Classicus, he has been allowed, to a considerable extent, to go his own way towards mental development. He is as solid and genuine as Classicus is hollow and artificial. He is at home with the realities of life. A poor hand with bat or ball he may be, but he has learnt to use with effect the only two instruments of practical utility which the school has put into his hand; for he is the best shot in the cadet corps and the best draughtsman in his form. As he has learnt because he wanted to learn, he will naturally go on learning all his life. He will choose an occupation because it possesses a genuine interest for him. It will, of course, be a quite pedestrian profession—farming, engineering, or architecture, may be; but an engineer or a farmer who understands and loves his work and does it to the best of his ability is perhaps better than a lukewarm or ineffective member of the "noblest profession in the world." Pedester will at least be a genuine *man*, with a genuine first-hand knowledge of *things*, widely different from Classicus's shallow knowledge of *words*.

Our grammar schools at present are mainly devoting their energies to training boys of the type of Classicus. In the school which produced the one of whom I write more than half the money spent on teaching is spent on the teaching of Latin and Greek. The majority of boys in the upper and middle forms devote about two-thirds of their time to the study of linguistics. The result is a few—a very few—real scholars and seekers after knowledge and many Classici. For its Pedestres the school cares little: it offers them bread in the shape of science and drawing three or four hours a week, and stones in the shape of word-studies for nearly all the rest.

We are accustomed to boast, with pride rather than with knowledge, of the "freedom, variety, and elasticity" of our secondary education. Certainly the public-school curriculum has gained in breadth during the last half-century. Natural science and modern languages have a recognized, if humble, place; drawing and the arts are not wholly forgotten. Nevertheless, school training still fails to give adequate opportunities of mental development to a large number, possibly to a majority, of our boys—and that because it is a wholly artificial training, having no contact with the realities of life. The youths of whom Pedester is the type, who may be described as possessing the mind which can deal only with the tangible and solid facts of Nature and is powerless when confronted with words and abstractions, demand for their intellectual growth during the years of adolescence the training of the workshop rather than of the class-room. The kind of intellect is not necessarily less valuable or of a lower grade than the intellect of the "clever" sixth-form boy, and the question is: How can the school best aid its development? The problem is one which has arisen only in this generation, because formerly lads of this type left school for the farm or the factory at an early age; but nowadays, when nearly all parents who have the means prefer to let their sons remain at school till seventeen or eighteen, we are confronted with the fact that a large proportion of the elder boys in the school are wasting time in doing school exercises of which they can make nothing when they ought to be learning the craft for which their talents fit them. The obvious solution of the difficulty—namely, to take such boys away from school at fifteen—is for many reasons the least desirable. It would be a pity if their literary education were to cease so early merely because it cannot be carried on on the same lines as that of the embryo University scholar, and that, just as they are growing into manhood, they should be condemned wholly to the narrowing influences of the factory or the technical college. The truer solution is to make the school a combination of the class-room and the workshop. Instead of, or in addition to, modern sides we want the "workshop" side, where boys with what may be called the "practical" turn of mind may study crafts with the same thoroughness and precision as their classical brethren study Latin and Greek. The ordinary subjects of the school curriculum—or, at least, so many of them as time allows—will still be taught to them; but they must be taught in a different spirit from that which now permeates class-room work. The young students will learn mathematics, that they may be able to measure and to survey—not with a view to solving curious problems in examination papers. Their instruction in natural science will mainly deal with the theoretical aspect of their practical work. Their object in learning modern languages will be to acquire facility in reading and speaking them, and the scientific study of linguistics will be left wholly on one side. Nor need literary culture be neglected. They will read the works of the great English authors; but they will read them solely for purposes of mental recreation and enjoyment, and not as a series of word-puzzles. Such reading, with history—if it is taught for the sake of its own interest, and not with a view to success in examinations—will supply the humanizing and broadening influence which the practical workman needs. What is required is not a revolution in the organization of schools, but a change in the spirit of school teaching.

Education must be regarded not as a training for competitive examinations, nor even as a preparation for University studies, but as a training for life. It must be recognized that there are large numbers of boys to whom after the age of fourteen the occupations of manhood afford the only genuine education. Practical work must, therefore, be put on a level with class-room instruction. The teaching of crafts must be an essential part of the curriculum of every school. Above all, no suggestion of inferiority must attach to the boy who can use his hands better than his head. The lad who can make locomotive engines must be treated as an equal of him who can write Latin prose; as indeed he is. It would be a mistake to separate these two boys and educate one at a school and the other at a technical institution. Better let them grow up side by side, that each, may learn to appreciate the talents of the other.

Education should make above all things for breadth of view and largeness of mind, and it should be the chief glory of schools to uphold the ideal of a broad and all-embracing development of mind and faculty as against the inevitably narrowing influence of the mere class-room on the one hand, or the place of technical instruction on the other.

G. F. BRIDGE.

THE TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND.

[*By a resolution of the Council, of June* 19, 1884, "The Journal of Education" *was adopted as the medium of communication among members of the Teachers' Guild; but* "The Journal" *is in no other sense the organ of the Guild, nor is the Guild in any way responsible for the opinions expressed therein.*]

THE Council met on Saturday, March 26. Present: Mr. Storr, Vice-Chairman; Prof. Adamson, the Rev. J. O. Bevan, Mr. E. Blair, Miss H. Busk, Mr. R. F. Charles, Miss Gavin, Miss M. Green, Mr. Langler, Mr. F. J. Matheson, Miss Stevens, and Mr. Wise.

Mr. Bevan, as the representative of the Guild on the Joint Committee for framing an educational bibliography, brought up the Report of the Committee, which showed that nine associations had joined it, and that it had held seven sittings. A scheme for a bibliography of books written in or translated into English was submitted. The Report stated that the work of the Committee had been carried as far as it could be carried at present, as further stages would call for an expenditure of money which was not practicable for the component bodies. It recommended that the Board of Education should be approached by a deputation formed of those bodies to urge that the bibliography should be compiled, either wholly or in part, by its Bureau of Information. The suggestion of the Report was approved by the Council.

The "alliance" between the Guild and the Froebel Society was formally ratified.

A conference between six representatives of the Guild and the same number of representatives of the National Union of Teachers on the subject of the desirability of the removal of Columns A and B from the Register of Teachers was arranged. The representatives of the Guild were instructed not to commit the Guild in any way.

Representatives of the Guild for another Conference with representatives of the National Union and the Assistant Masters' Association, on the subject of "the conditions under which children from elementary schools should enter by means of scholarships schools of a higher character" were selected.

The resignation by Miss Foxley, Head Mistress of Queen Mary's School, Walsall, of her seat on the Council, owing to difficulty in attending, was accepted with regret.

The Annual General Meeting of the Guild was fixed for Wednesday, June 1, at 8 p.m., at the High School for Girls, Norland Square, Notting Hill, W., kindly offered by Miss Gavin, who also offered to be "at home" to members attending the meeting, at the conclusion of business.

The Report of the Special Committee on the new Pupil-Teacher Regulations, which was appointed to draft a series of propositions and questions based on the resolutions of Council on the subject at their meeting in December, 1903, to be submitted to the Central Guild and Branches for discussion and report, was adopted.

The Council met again on May 14. Present: Mr. S. H. Butcher, Chairman; Mr. H. C. Bowen, Miss H. Busk, Mr. R. F. Charles, Mr. Daniell, Miss F. Edwards, Miss Gavin, Mr. Clifford Granville, Miss M. Green, Prof. J. F. Hudson, Mr. Longsdon, Mr. Matheson, Mr. Nesbitt, Miss E. Newton, Mr. John Russell, the Rev. A. F. Titherington, Mrs. J. S. Turner, and Mr. Wise.

Mr. Granville, a newly elected representative of the Central Guild, and the Rev. A. F. Titherington, the new representative of the Brighton and Hove Branch, were welcomed from the Chair.

A resolution—"That a Committee specially appointed for the purpose be instructed to report to the Council at its next meeting on various plans for remuneratively utilizing the rooms at present occupied by the Museum"—moved by Miss Gavin, and seconded by Mr. Matheson—was carried. A Committee of four members of Council was appointed to carry out the resolution.

Three general members of Council who retire, under the Articles of Association, at the Annual General Meeting were nominated for re-election on the Chairman's list, and two other nominees were added.

It was decided to hold a Special Meeting of Council on June 2 to consider the returns from the Central Guild and the Branches on the desirability of removing Columns A and B from the Register of Teachers and the recommendations of the Conference of representatives of the Guild and the National Union of Teachers on the same subject.

The Annual Report of the Council for the year 1903–4 was submitted in draft, and considered clause by clause. It was passed for printing, subject to certain emendations to be made by the Chairman and Mr. Bowen.

The Report opens with an account of the chief work of the year under the following heads:—(1) The Passing of Pupils from the Primary to the Secondary School, (2) The Training of Elementary and Secondary School Teachers in relation to Local Education Authorities and the Universities, (3) The New Regulations for Pupil-Teachers, (4) The Register of Teachers, (5) School Curricula. Under (1) are given particulars of the Joint Conference of Educational Associations organized by the Guild, in which all the leading associations of secondary teachers and the National Union of Teachers took part, held on the 11th January last in the City of London School, Mr. Arthur Acland presiding. Under (2) it is stated that, since this is a subject for *national* rather than *local* concern, every University and University college should be encouraged by Government to establish a training department. Stress is laid upon the importance of (3), the New Regulations for Pupil-Teachers, which have received special attention during the past year from the Council and the Education Committee, the latter having appointed a Sub-Committee (presided over by Mr. George Collar), whose conclusions, considered and modified by the Education Committee, were finally settled by the Council in the form of nine resolutions, which formed the basis of a series of propositions and questions, to be sent out to the Central Guild and Branches for discussion and report to the Chairman of the Education Committee. With regard to (4), the admission of approved teachers of ten years' standing to the Register during the special years of grace is welcomed with satisfaction, as an "equitable indulgence" worked for by the Guild. The question of the maintenance or removal of Columns A and B is stated to be under discussion by the Central Guild and the Branches, who have been requested to report their opinions to Council; an informal Conference on this subject between selected representatives of the Guild and the National Union of Teachers, with a view to a mutual understanding of their respective attitudes, is reported, and the resolutions recommended to the two Executives are set out. (5) This is commented upon as being of special importance in the present state of transition in educational matters, and the desire of the Council is expressed that the Board of Education, or the Universities, through a Joint Board, may draw up a report on Curricula to serve as a guide to Local Authorities. The steps already taken by the Council in this direction, by the collection of the views of teachers in different centres, during the winter of 1902–3, and the visit of the Chairman of the Education Committee to the Southport meeting of the British Association, are reported, and it is announced that the Council are making arrangements to prevent this important subject from dropping out of prominence. The sending to the Vice-Chancellor of Cambridge University of a memorandum on the report and recommendations of the Syndicate appointed to consider the mathematical portions of the Pass Examinations of the University is noted, after which the Report passes on to the subject of the Teachers' Guild Conference on January 12 and 13, 1904, and sets out the programme. The Modern Language Holiday Courses of 1903 are mentioned, and distinct success is announced. The preliminary announcement as to the Courses of 1904 is made, and a new Course at Neuwied on the Rhine is announced. An explanation follows as to the transfer to the University of London of the Holiday Courses for Foreigners in England, which the Guild had arranged: the Guild is represented by two members of Council on the Special Board for these Courses. A short paragraph announces the resignation by Mr. H. Courthope Bowen of the Chairmanship of the Education and Library Committee, which he had held, with annual re elections, ever since the Committee was first formed, about twenty years ago. The debt of the Council to Mr. Bowen is amply acknowledged. Two great wants felt by the editor of the *Teachers' Guild Quarterly* are mentioned: (1) the want of a steady flow o communications on class-room experiences and discoveries, as help to working teachers, and (2) the want of correspondence such as would enable the Council to learn what members are thinking about th Guild. The Library is stated to be growing and much valued by many members. Special reference is made to the report of the Central Guild Council, whose activity has been marked during the past year as important questions affecting London education have been much t the front. A new Branch in Worcester, Malvern, and district i mentioned, also the "alliance" with the Froebel Society. Th finances of the Guild are lightly touched upon, as there is little to b added to last year's lengthier statement on the subject. The two Pro fessional Joint Agencies, in both of which the Guild has some financi responsibility, are stated to be working satisfactorily. Reference made to the report of the Joint Committee on Bibliography, the wor of the Committee having been carried as far as possible without larg financial outlay, and a clear and definite basis for further action h been provided. Additions to the Benevolent Fund, beyond the cal made upon it, are announced. A paragraph headed "In Memoriam records the death of two Vice-Presidents, Dr. Bain and Sir Josh Fitch, and of Mrs. G. R. Scott, representative of the Oxford Branc on the Council. A warm tribute is paid to the many services of S Joshua Fitch to the Guild, and to Mrs. Scott's work on our beha The new President, Sir Oliver Lodge, and the new Chairman, M S. H. Butcher, are mentioned in the penultimate paragraph, and t President's Address on January 11 is referred to. The Report conclud with a paragraph which emphasizes the fact that the Guild is the o association of teachers in this country which is catholic in its charact and which endeavours to represent the views of the profession as whole, being thus distinguished from the many sectional associatio which deal with matters of secondary education only.

On the Report of the Education and Library Committee, it w

decided to insert in the *Teachers' Guild Quarterly* for June a letter to the effect that the Council are considering the feasibility of preparing a list of books suitable for school libraries (excluding text-books), and entered under such headings as Books of Travel, Historical Novels, Popular Scientific Books, Poetry, &c. ; and inviting members to help by sending in lists for the consideration of the Committee.

It was agreed that it is desirable to send a deputation to the Board of Education to ask for the appointment of a Special Committee to consider curricula for all schools under their charge, with a view to supplying necessary guidance to the Local Education Authorities ; the deputation to be introduced by the President of the Guild, should he consent, and by the Chairman of Council.

Miss Newton, Head Mistress of the Skinners' School, Stamford Hill, was appointed to succeed Mrs. Sutton as one of the four representatives of the Guild on the Committee of the Joint Agency for Women Teachers.

The members elected at the two meetings of Council were : Central Guild, 20. Branches—Bournemouth, 3 ; Cheltenham, 6 ; Dublin and Central Irish, 2 ; Folkestone, Hythe, &c., 2 ; Ipswich, 2 ; and Manchester, 8.

A Report from the Finance Committee was received and adopted at each meeting.

A lecture on "The Poetry of the Victorian Age" will be given by Mr. T. Newby Hetherington at Notting Hill High School, Norland Square, W., on Monday (not Friday, as announced on card), June 6, at 8 p.m. Arranged by Sections E and D. Open to all members.

COLONIAL AND FOREIGN NOTES.

AUSTRALIA.

New South Wales General Review.

March and April (writes our correspondent from Melbourne) have been the most active months in educational work in Australia that have come under review for many years past. In New South Wales the Sydney University has been profiting by a series of splendid bequests for technical education purposes ; and the educationalists generally in that State have been stimulated by a remarkably successful conference, which has gone a good way to recommend to the country the new Government education syllabus and the reforms proposed by the Royal Commission, whose work has been described in these columns. The conference sat at the State capital for days, and was crowded with teachers from all schools, secondary and elementary, State and denominational. Resolutions were carried in favour of terminating the pupil-teacher system and substituting that of previous training ; and in favour of registration of teachers as well as on other technical subjects. What, however, is likely to make the conference notable was not the work it was convened to do, but the speeches at its opening by ecclesiastics—speeches which practically challenged the educational settlement of the Seventies on its religious side. In Victoria the highest hopes of the High Church Anglicans, who desire to teach dogma in the State schools, are built upon an effort to secure the establishment of the New South Wales system, which enables them to teach religion in school hours, within their State. It came, therefore, as somewhat of a surprise to many that Archbishop Kelly and Cardinal Moran should back at the Sydney conference to revive afresh the subsidization of denominational schools and attack a system which is blessed by the Anglican Archbishop of Sydney, and affords to all the "live Churches" the access to the children of the State they can fairly claim. It is significant that the Sydney *Daily Telegraph*, the most influential paper in the mother State, promptly met the Roman Catholic speeches with an announcement that it would rally the friends of the National existing system and fight the Romanists without quarter. New South Wales has gone as far as is safe in the direction of the clericals, and will go no further. If only she can in one good battle rout the sectarian bigots who now embitter her whole public life, the renaissance of learning now looming in the distance will be achieved, and the intellectual progress of the mother of the Australias will be secured.

The Victorian Referendum.

On June 1 the Victorian elections take place. On the same day the *referendum* on the introduction of Scripture teaching in the State schools is to be taken. Much depends on the questions submitted to the people. Although the Premier, Mr. Bent—an uncouth, strong-minded Tory, who recently referred to the body over which the Bishop of Melbourne presides as "your blooming Council"—had announced in his official speech at Brighton the text of the questions the Cabinet has agreed to, the objections raised in both press and pulpit have had the effect of softening the matter. It is probable, however, that before these lines appear in type all parties will have fallen in with tests which do not materially differ from the three queries set out by Mr. Bent :—(1) "Are you in favour of the Education Act remaining, as it is at present, entirely secular?" (2) "Are you in favour of the scheme of Scripture lessons recommended by the Royal Commission on Religious Instruction being taught in State schools during school hours to the children of parents who desire their children to be so taught?" (3) "Are you in favour of State-school teachers who have no conscientious objections being allowed to teach these lessons?"

At the University Commencement at Melbourne Mr. Bent promised to endeavour to restore to that seat of learning something like its old State grant, and thus enable it to avoid any further raising of fees and salary reductions—necessitated by the defalcations of the ex-Treasurer of the University and past financial incompetence of its Council. Early in April the Victorian State-School Teachers' Union held a great conference at Bendigo, and passed an important resolution that all teachers, whether in State or secondary schools, should be enrolled on one register, "according to their literary qualifications and their experience as teachers." Victorian State-school teachers deserve the sympathy of their brethren in England during the June elections, for in consequence of recent legislation they lose the general franchise and have to vote only for one of the two "Civil Service representatives" who are to be sent to the Victorian House of Assembly. The teachers feel very keenly the insult this deprivation inflicts upon them.

CANADA.

The past year has witnessed many changes in the educational situation in Canada. King's College in Nova Scotia, the oldest Protestant educational institution in Canada, has been suffering for years from lack of funds to enable it to hold its own. The Presidency was offered to Rev. Canon Cody, of Toronto, one of the most brilliant graduates of Toronto and successful lecturers in Wycliffe Theological College. He declined. Overtures were then made to Dalhousie University in Halifax, and a working agreement was almost secured which would have materially helped King's, when some of the graduates protested against what they called a misapplication of funds and a surrender of religion. When this failed the college made one further effort and secured the services of a gentleman who seemed a very efficient Principal, and arrangements were under way whereby an affiliation with McGill University, Montreal, might be carried out to mutual advantage. By the last reports the Board of King's seem to be in doubt whether their new Principal is sufficiently sound in the Anglican faith to satisfy all the clerical graduates and the peculiar constitution of the college. In the meantime this ancient (for America) foundation has greatly suffered, and the Anglican Church has lost prestige.

McGill University is frequently mentioned in the Old Country papers, and we in the colony are glad to see that its work is being recognized. It certainly has claims to national recognition, not for its number of students, nor for its buildings, but for its professors and the spirit of research and discovery that characterizes the whole faculty. We may instance the discoveries in radium of Prof. Rutherford. There is more radium in McGill than in any other University on the continent. It may be that the presence of so much restless energy has its effect upon the faculty, for certainly things are moving in that University. The latest development is interesting and unique. Principal Peterson, astute Scotchman that he is, believes in anticipating social progress. Foreseeing the building of the great transcontinental line, the Grand Trunk Pacific, and realizing how many young engineers would be necessary for such a stupendous work, he set about organizing a Department of Railroad Engineering in connexion with the University. Montreal is a specially good place for just such work, as here are the head offices of the Canadian Pacific and the Grand Trunk ; the Canada Atlantic and the Intercolonial also run to Montreal. The two great railways at once saw the importance of such a work and subsidized it handsomely ; there is no doubt but that the other railways will contribute to its support, and so the department will be in full working order in a few months. This is one of the most important steps in education that Canada has taken, and henceforth the Railway Engineering Corps of this country will be trained at home.

McGill has been expanding in other directions. It has strengthened its Arts Faculty very materially ; it has improved its Law Course, which, under Prof. Walton, is rapidly assuming a place among the Law Faculties of our more richly endowed Universities in the United States ; the Y.M.C.A. has raised 100,000 dols. by the aid of Lord Strathcona, and a splendid new building will be erected which will house a number of the students, in addition to rooms for social and athletic entertainments. Moreover, Sir William Macdonald has furnished the funds for a students' union and club house, so that a building costing 100,000 dols. will be erected this year. So progress is being made at McGill, and it is more and more assuming the position of a national University, which, from its independence of Governmental aid and interference, it can do much more easily than any other University in Canada.

In Ontario the same progress in University education is manifest. The provincial University has taken under its care Trinity University, the representative institution of the Anglican Church. The Medical School of this University, after a long and honourable career, has been merged in that of Toronto, and the Provincial Government has erected a splendidly equipped building in which to house properly the greatly increased number of students of Medicine. Trinity now becomes a

college of the University of Toronto holding the same relative position as Victoria, the college of the Methodist denomination which entered into federation in 1892. One of the serious drawbacks to University life has been the absence of a Convocation Hall. The graduates took the matter in hand, and have raised over 50,000 dols. The Government when approached with this assurance could not refuse to double the amount, and so it is likely that within a year we shall see in Toronto a Convocation Hall suitable to the dignity of the beautiful central building.

And this is not all. The educational wave has been rolling on towards the West, and, with the aid of Lord Strathcona, the young University of Manitoba will this year more than double its teaching staff and its equipment.

Still further west in the North-West Territories a Bill has recently been passed in which provision is made for the founding of a University for these vast territories, to which are coming every year thousands of young men and women who are anxious to have the educational facilities which they enjoyed in the Eastern provinces or in the highly favoured States of the American Union. And so in higher education Canada is alive and is making decided and practical progress.

CAPE COLONY.

A Stimulus to Patriotism.

Patriotism is henceforth to be stimulated in the Empire through the history studies of its children. Here is an example of the application of the method. A beautiful book prize has been presented by Lord Goschen, through the Guild of Loyal Women, for competition among the pupils of Cape Colony, the test to be an examination in the history of Standard VII. (or high school Standard B), with special reference to the careers of Lord Nelson and the Duke of Wellington. The Superintendent-General of Education has consented to take charge of the examination, which will be held at the same time as the regular examinations in December. The competition will be open to the pupils of private as well as public schools.

It is an excellent idea. Yet once more we may express a hope that the school will see its mission in the teaching of civic duty, as it is to be done in every, and not merely in the martial, career. What some of our neighbours inculcate were more aptly called Chauvinism than patriotism.

Commercial Education.

The Cape Town Chamber of Commerce, co-operating with the Education Department, has resolved to institute a system of commercial examinations for boys and young men who have already entered commercial life. It has been decided to adopt in part the scheme that has been followed for some years by the London Chamber of Commerce, and from the beginning of next quarter the evening classes at the Training Institute will be organized so as to meet the requirements of the commercial examination. It is intended to hold the examinations annually in the colony, the first taking place in May, 1895. The Local Authorities will undertake the registration of candidates; but the papers will be set by the Examination Board of the London Chamber of Commerce, and the answers will be sent to London for adjudication.

UNITED STATES.

Educational Unification in New York.

The Legislature of New York has just passed a law designed to secure the unification of the State-school system by substituting for the dual system heretofore in operation a single Department under one executive head. The offices of Secretary of the Board of Regents and State Superintendent of Public Instruction are abolished, and in their stead a Commissionership of Education is created. By the terms of the new law the powers and duties of these two officials are to be exercised by a Commissioner of Education. The office of Commissioner, one of the most important posts in the United States, has already been filled by the appointment to it of Dr. Andrew S. Draper, President of the University of Illinois. Both New York State and New York City are now under ideal educational leaders, backed by laws that, if not ideal, are eminently satisfactory. It is time, says the *Educational Review*, to move on Washington and to secure for Dr. Harris and the Bureau of Education some measure of the legal support that is behind Commissioner Draper and Superintendent Maxwell.

Lack of Teachers.

There are many signs that the supply of teachers in the United States, as elsewhere, is beginning to fail. The Central Illinois Teachers' Association lately expressed itself thus: "Our attention is called to the fact that successful teachers in increasing numbers are deserting the ranks of the teaching profession; that young people of parts and promise are looking more and more to other callings; that in three-fourths of the counties of Illinois superintendents have been obliged to lower their standard of requirements in order to secure a sufficient supply of teachers. All these conditions are due to a common cause—the fact that salaries have not increased at equal pace with the remuneration obtained in other callings demanding the same measure of intelligence and character."

Superintendent Maxwell on the Living Wage.

To secure the living wage—our clergy estimate a living wage for themselves at £400 a year—without which the ranks of teachers must be depleted and weakened, a vigorous campaign is being carried on in various parts of America. Superintendent Maxwell, of New York, puts the claim of the teachers with telling directness, and his words are applicable to the situation in England: "I do not argue for luxury and wealth for our teachers; on the contrary, I believe that those who have devoted themselves to the holy calling of training the young should bid farewell to all ambition for luxury and wealth. Their part in life is plain living and high thinking. What I do argue for, however, is such a salary as will enable the teacher, with reasonable economy, to enter intellectual society; to buy books; to travel occasionally; to dress tastefully; to take advantage of all proper opportunities for self-improvement—in short, to lead, but in a perfectly modest way, the life of a cultured lady or gentleman."

FRANCE.

The Congress of Secondary Teachers.

The seventh Congress of French Secondary Teachers was opened on April 6 at the Faculté de Droit. Some fifty delegates from various *lycées* and *collèges* appeared as representative of seven hundred *professeurs*. Lyon, Lille, and Marseille were not represented. The questions on the programme had reference to the co-operation of family and school, to the methods of scientific education, and to a large number of the details of educational administration. In accordance with French custom they were examined by committees before being submitted to the general assembly. The Congress lost time in considering its competence and organization; but its deliberations in general were calm, methodical, and fruitful.

The Co-operation of the Parent.

The most interesting, although not the most novel, part of the discussions related to that *entente cordiale* between parent and teacher which it is one of the aims of modern pedagogy to establish. It is a subject in connexion with which remarkable changes of opinion and practice have been apparent. Your parent was once described as a nuisance; "boys better without fathers" was the maxim of Arnold's day. Now he is claimed as a coadjutor with the schoolmaster and admonished to his duty from a thousand platforms. Nay, in England he will at times develop as an expert, found his associations and lecture schools, and educate his educators. The French committee that examined the subject reported that the co-operation of parents was seldom spontaneous; that it should be invited as much as possible; but that *in no case should it extend to matters of discipline or instruction*. With this limitation it was well to interest them, by means of lectures, *fêtes*, and receptions, in the life of the *lycée*, and to make clear to them how they could best second the efforts of the teacher. The restriction that French schoolmen set on parental collaboration will have abundant meaning for some heads of schools in England.

The First Mixed Congress.

If the debates of the secondary teachers were, on the whole, smooth and profitable, the first mixed Congress or joint meeting of Primary and Secondary Teachers ended in something like a fiasco. The primaries, who were outnumbered the secondaries, proposed to send a telegram of congratulation to M. Combes, a step certainly with a political meaning. M. Boudhors moved the previous question, holding that politics were out of place at a pedagogic conference. Outvoted he withdrew, as did most of the representatives of secondary education. Some of these afterwards returned to the Congress; some did not. All friends of education will regret that the gathering from which so much was hoped should have had its usefulness marred by this untoward incident.

Indifferent Parents.

To return to the French parent, we observe in him a certain resemblance to his English equivalent. When not angry he is wont to be indifferent to scholastic matters. We wrote, in a recent number, of the inquiry that had been made into the desirability of changing the date of the holidays for *lycées* and *collèges*. The teachers, by a majority of 2,5[illegible] expressed themselves in favour of maintaining the *status quo*: the parents seemed generally to be of the same opinion. But some of the latter contradicted themselves, advocating both the retention and change of the present date; whilst of 92,139 voting papers issued heads of families 15,881 were not sent back to the Ministry at all. Thus nearly one-sixth of French parents of the better class were [illegible] to a question intimately affecting their own arrangements. Some ago the head master of a great North-country school addressed a similar inquiry to the parents of his pupils. Not 10 per cent. of them answered it. Had he moved the holidays without consulting them, a storm of indignation would have driven him from his throne. [illegible] in ignorance of their wishes, he quietly made the alteration that himself thought desirable. Nor did the skies fall.

SWITZERLAND.

A Rousseau Society.

Switzerland, honouring Pestalozzi abundantly, has seemed less grateful to Rousseau. This is a thing to be amended. A committee has been formed at Geneva having for its object the establishment of a Société Jean-Jacques Rousseau, analogous to the Shakespeare Societies in England, the Goethe Society in Germany, and the Société des Etudes Rabelaisiennes recently founded at Paris. The promoters of the movement, however, seek to give it not merely a local, but a cosmopolitan, character, since Rousseau belonged to the whole world both as a man of letters and as an educational reformer. The first step has been the creation of the "Archives Jean-Jacques Rousseau," in which will find a place whatever throws light on the life of the author and assists the criticism of his works. Of these the long-desired authoritative edition may now be safely hoped for. Doubtless there will be those in England who, forgetting some aspects of the man's character in the consideration of the reformer's achievement, will give their support to the new scheme for encouraging the study of the famous Genevan and perpetuating his memory.

Beza's Memory to be celebrated.

Another illustrious man, not a native of Geneva, but conspicuous in the history of the city, is also to be honoured there. The Senate of the University has decided that henceforth June 5—the anniversary of the glorious day when the first Rector, Théodore de Bèze, "inaugurated" at Saint-Pierre the Schola Genevensis—is to be declared *dies academicus*. In the autumn of 1905 the hundredth recurrence of the day of his death is to be celebrated, and the Société du Musée Historique de la Réformation is arranging for the publication of a series of articles that will consider him as Churchman, politician, historian, man of letters, orator, and interpreter of the Old and the New Testament. It is a remarkable instance of what we believe is called the irony of fate that the cult of Rousseau and the cult of Calvin's successor should thus show simultaneous signs of renewed activity.

INDIA.

It may be permissible for us here to congratulate Lord Curzon on his safe return for a time to English shores. He is entitled to look back on his educational record with no little satisfaction. If he has not initiated any far-reaching reform, his judgments upon educational matters have been at once sober and liberal. Ever willing to let India have the benefit of European institutions, he seeks first to commend them to the national feeling. We may take as an example his utterance, shortly before his departure, when laying the foundation stone of the new College buildings at Dacca: "The provision of these boarding houses for students I look upon as the most urgent immediate need of Indian education. They are no foreign invention and no new thing. The underlying principle is the ancient Indian tradition familiar in all parts of this country, that the pupil should live in the charge of his teacher. Already they have been founded in many parts of India—often by missionary bodies or by private enterprise of some description, often by local Governments and by official action. There are nearly fifteen hundred of them, with over forty-seven thousand boarders, in different parts of the country. I should like to see the numbers in both respects multiplied by ten. If the essential principles of hostel life are duly observed, and the first of them is that residence in the hostel includes supervision by resident teachers, then I believe that the expansion of the system will do more for student life in India and will exercise a more profound influence upon the future of the race than any other reform that can be conceived."

Lord Curzon on the housing of Students.

For the Brahmo Girls' School in Bengal, to defray the cost of building operations, the Government of Bengal has sanctioned a grant of Rs. 25,000, while the trustees of the Mary Carpenter Fund have contributed Rs. 36,000. We allow ourselves to quote an extract from the Lieutenant-Governor's speech at the last prize distribution of the school:—"I am not perfectly certain that the *purdah* which excludes girls and ladies from the world need, of necessity, be closely associated with the *purdah* of ignorance; but I am absolutely certain it is of far more importance to remove the second than to remove the first. It is absolutely essential that women in their own sphere should be able to exercise in a right and proper way the influence which in the economy of Nature they are bound to exercise some way or other. It is within the *purdah*, whether the *purdah* be movable or not, that that influence can be mainly exercised, and it is absolutely essential that women should be able to exercise their influence in their homes in a right and proper way. I remember hearing a man who has had a very great experience in India and who was entitled to speak on the subject, when we were talking about the great necessities of India, and what they particularly were, say what India wants specially is a new grandmother. What he meant is manifest. It is the grandmother who rules India. The eldest lady in the house has the influence which, after all, moulds the character of the people of India, and it is essential that the ladies should be made fit for the high position of influence which they are called upon to exercise."

Of the Purdah.

It is merely to show that India is bestirring herself with regard to registration that we touch in this column on a notification made to teachers in India. To enable teachers in Indian secondary schools for Europeans to secure admission to the Register, the Government of India makes known that for existing teachers making application the conditions of admission require at least a general education and some experience in teaching. The minimum standard of general education is, roughly speaking, the Intermediate Examination of a British University. The experience of teaching must (except in the case of those who hold British University diplomas in the theory and practice of teaching) have been obtained, by employment during the three years next preceding the application, at a recognized school or schools. Head masters and head mistresses of recognized schools, not being elementary schools, will be entitled to registration without fulfilling the other conditions if they have held the office for at least one year previous to the date of the application.

Registration in India.

Commenting on the late conference between representatives of the Association of Head Masters and of the Association of Assistant Masters, the Indian *Educational Review* touches on the state of affairs in the Peninsula: "There is in India, too, a general feeling of insecurity among assistant masters in private employ—especially in mission employ. We do not presume to be able to judge between missionary managers and the teachers under them; but no harm can be done by recording that certain recent instances have deepened the general feeling and accentuated the desire for a right of appeal to the Director of Public Instruction or some such authority."

Assistant Masters in India.

We observe here that the cause of the assistant master is strong in proportion as it is the cause of education and of the State; otherwise it does not differ much from the cause of the assistant chemist or the assistant engineer. It is the view of the case on which the greatest stress should be laid both in England and in India.

ADVICE TO AN APPLICANT FOR HEAD MASTERSHIPS.

YOU inform me that your age, your position, and your experience seem to justify you in beginning a series of attempts upon the vacant head masterships in the country, and you ask my advice at the outset. I am delighted, my dear Jones, to place my accumulated experience at your disposal. And let me begin by advising you carefully to select your head mastership. Some there be who print their application and testimonials and proceed to apply for everything on the market, from Eton and Harrow to Little Pudlington, buoyed by the hopes of the clumsy sportsman that governors will fall sometimes if he fires into the brown. This, as Aristotle somewhere observes, is not application, but licentiousness: it is also waste of time and stamps. The choice of a fortress for attack must be guided by the weapons at your disposal, and we shall be aided in our task of selection by considering the character of the defenders who oppose us.

These are the governors. I gather that your ambitions are limited to a local grammar school of moderate size, and the governor of these is a peculiarly British product, entirely characteristic of a country where institutions are not made, but grow. You must not venture to presuppose in him any knowledge of education as such: at the same time, he is subject to the delusion under which a vast number of estimable people labour—that education and the acquisition of knowledge are one and the same thing, and that any man of affairs is therefore competent to advise himself and others upon matters scholastic. This being the kind of personality entrusted with the distribution of a large number of important, though not always valuable, appointments, your venture must adapt itself to his peculiarities if you are to have any hope of success. Your best recommendation is to know as many governors as possible—an uncle, or even a second cousin, on the Board will go far to double your chances. As regards canvassing, whether prohibited or not, I can only recommend you to seek counsel of the nearest electioneering agent.

We now come to the most important weapons of your

armoury—your testimonials and your application. To be any good nowadays, testimonials must be very good. Superlatives and vague generalizations are useless. A tone of solemn responsibility, a clever use of local colour and particular details, and a gradual *crescendo* are indispensable. The perfect testimonial should combine the bold, but reasoned, conviction which pervades the advertisements of the "Encyclopædia Britannica" with the insinuating persuasiveness of the eulogies published upon "Pink Pills." It follows that testimonial writing is an art possessed only by the few ; and, should your supporters prove incapable in this respect, you could hardly do better than secure the services of a practical "ad." writer, and induce your backers to copy out and sign his productions. These remarks apply, *cæteris paribus*, to your application, which should supplement the deficiencies of your testimonials.

You must mention your degree ; though this subject is to the average governor a profound mystery. You must describe yourself as an "Honour man"—but a Fourth in Theology will make this possible. If you have not taken your M.A., do so without delay ; an M.A., being totally valueless as evidence of scholarship, is a necessary qualification in the eyes of governors. Generally speaking, remember not to thunder out your merits with the blast of trumpets : the conviction should gently steal over the reader of your application that you are *the* man. Nor is it advisable to overload your application with detail—it is recorded that a governor, on hearing the numerous qualifications of a many-sided candidate, thrust his hands in his pockets and observed : "Sims to me as 'ow the weakest barrels is them as wants the most 'oops."

Conscientious observance of the foregoing precepts should result in your selection for the interview. This is, without doubt, the critical point of the whole process ; and it may be laid down at the outset that the matter of your remarks is nothing, while the manner of them is everything. The points that will influence a British jury are equally potent upon governors, the average level of intelligence in either case being much the same, and a well lunched governor is as pliable as Mr. Perker's well breakfasted juryman. Remember that you have to deal with people who know nothing of education, but who think they do ; and your answers to their questions must therefore be so couched as to leave them in mild astonishment at their own grasp of the subject. On the whole, that which is known to the medical profession as a "good bedside manner" is, perhaps, the most effective. Violence in any form is exhausting and inadvisable. Heckling or hectoring governors is but a desperate expedient, though it has been found effective in proper hands. A reply of oracular ambiguity to questions which you cannot answer is of service upon occasion. A candidate who aspired to rule over a collection of dingy hovels facetiously known as class-rooms was asked by the governors whether he would advise them to build. Reminiscences of Thucydides surged in his brain—"men and not walls make a city"—and he replied with impressive solemnity : "Build by all means, Gentlemen ; but bricks and mortar do not make a school." He was elected to the post, and thirteen years afterwards he got his new buildings.

In conclusion, when you are appointed, assure the governors that your best energies will be devoted to promoting the welfare and efficiency of their school. It is well to have this point clear at the outset, as it is, in the majority of cases, antecedently improbable that any improvement or efficiency will be forthcoming except such as may be of your own providing.

"FLOWERS BY THE WAYSIDE."

"OCCIDIT miseros crambe repetita magistros," says Juvenal. True ; yet there is another side, and he who teaches truly must at times be cheered by the rare flowers that star the arid course of his pilgrimage. Of these flowers I would speak, and fain would I hope that my words may here and there bring vision to eyes that see, yet behold not. Too often, alas ! do we echo the poet's words :

> With aching hands and bleeding feet
> We dig and heap, lay stone on stone ;
> We bear the burden and the heat
> Of the long day, and wish 'twere done.

We who teach feel enough, and read enough, and, above all and worst of all, think more than enough, of the furrows we plough in the sand. For once, let us think of the oases that do exist in the waste, though we pass them by at times without so much as having our hearts stirred by a momentary mirage.

To see the beauty, we must linger. Nay, we must shamelessly procrastinate, and let the world roll on as it may while we track our flower to its unfrequented *habitat*, track it by a glint of its radiance or a whiff of its delicate perfume. These lovely clues may reach us through a sandstorm or an enshrouding fog. A random word strikes home, a childish eye lights up, a little breath is held for a second or two, and that perhaps in the very mid-course of some tale we have told so often that we tell it by rote. If we miss the clue, our tale goes on as it has done a hundred times ; the lesson ends—*et voilà tout.* If we find it, what a charming half-hour we may have, in defiance of time-tables and inspectors, and those fiendish suggestions of wasted time that will thrust forth their ghoulish heads. Like the mathematical class a famous novelist speaks of, our lesson becomes a dialogue between, not the professor and the medallist-elect, but the one who knows and the one who wishes to know. What though we wander from the beaten track ? What though we come to talk of cowslips when we should naturally be discussing factors ? A little brain is growing, and we are seeing it in the process. It thrills us all day long but to think of it.

At other times our privilege is less high. We but see from afar, without ourselves standing on the holy ground. A little head is bent over a slate whereon a little hand has traced a maze of figures. Puzzledom is plain in the anxious eyes. Suddenly a flush spreads over the tiny features ; lips are compressed, eyes shine with the eagerness that comes from a new idea ; hot little hands guide the pencil through the labyrinthine ways. The end comes ; a long exhalation of victory ; hurried steps deskwards ; a blushing, triumphant face looks up, and a modest, yet confident, affirmative responds to the question : "Have you got it right ?" To see a little brain battle with and overthrow a barrier of perplexity, to watch every phase in the conflict, to hear the pæan of victory—surely these are some guerdon for days of dreary toil !

Our flowers are not all rare, however rarely we may have the happiness of seeing them. Too often are our eyes holden that we see not. Flowers bloom and fruit so swiftly that we see the plant well grown ere we have had leisure to observe a single stage in the development. Were it otherwise, how could progress be ? Time's flight and the thousand petty triflings that go to make honest work combine to rob us of our visible and constant guerdon. We note the progress of the mass and overlook the wondrous transformations in the unit. Need it be always and continuously so ? May we not at times give ourselves a refreshing breath of the sweet airs that bathe these oases in our desert ? Can we not of set intent halt our caravan awhile ?

It is easy to do so, if we will. The day has been hot and tiring. The burdens have been heavy, and, mayhap, the taskmaster at times overstern. Let us cheer our hearts, even as did the merry rout that left the "Tabard" long ago. A tale of Troy well told, will set the eyes alight and the lips apart, and bring refreshment to the weary brain. The patient Griselda may live again, and bring tears of resentment and sympathy very near to tired eyes. The merry pranks of elves and kobolds can still rouse a ringing laugh from lungs that were parched with the dust of the desert.

Then shall flowers of interest and sympathy and delight shine all around. The wilderness shall, in very truth, blossom as the rose-garden. Bright eyes and faces aglow with intelligence shall be seen where but an hour ago were weary looks and stolid countenances. "Dulce est," says Horace, "desipere in loco." Aye ! "in loco"—there's the rub ! Yet 'twere better to leave the dusty pathway too oft than never at all, provided our digressions lead us in primrose paths of dalliance with aught that is like to stir interest in the real and the true.

Let us cultivate the faculty of being able to break out at times into a very splendour of scorn for mere "work" into wise insapience and a reasoned irrationality. So may we travel our set journey the better, and reach our goal none the worse for having stepped aside to gather wayside flowers.

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OCCASIONAL NOTES.

ON June 16 Lord Londonderry entertained the Consultative Committee on the occasion of their meeting for the first time at Whitehall instead of South Kensington.

The Board of Education and Leaving Examinations.

He announced to them that their report on the school-leaving examination, the subject which, for the last year, has occupied the Committee so largely, would be published as it stands, and communicated to the Universities and other bodies and teachers concerned. In thus issuing it, he was careful to add that the Board neither approved nor disapproved; but we may take it that, if the Board had been pleased with the advice tendered, they would not have offered it for all parties interested to tear to pieces. A hundred good reasons will be forthcoming for not taking action at all, or action directly counter to the report of the Committee. We are confident, however, that the first alternative may be dismissed. The evils of competing and overlapping examinations must be daily brought home to the Board through its Inspectors, and, should Dr. Scott's proposals come to a head, the Privy Council will shortly be petitioned to grant a royal charter to a college professing among its main objects the granting of certificates of proficiency to pupils in secondary schools. We are not questioning the legitimacy or expediency of this object; all we urge is that it behoves the Board to decide promptly on its own policy.

THE activity of the Board of Education has been further shown by the revised issue of Regulations for Secondary Schools. These portend nothing short of a revolution

Secondary School Grants—

—a revolution that we can welcome, for we have urged it for some time past. There is no need to go into ancient history and prove that the Science and Art regulations were salutary and effective. The result to-day is that a certain curriculum has been pressed, and has been accepted for the sake of the grant. The Department has appeared to recognize one side only of secondary education. We have always felt this to be wrong. Under the new regulations one scale only of grants is offered, and this applies to any school which fulfils certain conditions. To prevent injustice the A division grants will be continued for a year. They are upon a higher scale than the new grant. The new grant will be payable for a four years' course from the ages of 12 to 16 at the rate of 40s. for the first year, 60s. for the second, 80s. for the third, and 100s. for the fourth.

SCHOOLS under private control are still rigidly excluded from participation in the grants. With this exception—an important and unfortunate one—practically any school not receiving grants from Whitehall can now receive them from South Kensington. A school can practically choose its own curriculum. There are, of course, certain limitations; but these are slight. Seven and half hours must, as a rule, be given to science and mathematics; but in girls' schools a third of the total hours devoted to these subjects will be accepted as sufficient. A language must be taught; but that language may be English when the Board is satisfied that it is properly taught by a staff specially qualified for such work. The Board recognizes that great liberty must be allowed to secondary schools, and it is perhaps from some well founded dread of the iron hand of County Councils that the Board has refused to reinstate "Clause VII.," and has, in the present regulations, stated its opinion of the importance of direct communication between itself and the governing body of the school. There will be a certain well founded complaint from division A schools at the prospective loss of grant; but, probably this will be equalized by the possibility of including, under the new regulations, a larger number of pupils in the grant-earning classes. It will also be possible under certain conditions to earn a special grant in addition.

and Curriculum.

THE Board has hesitated to define secondary education with any precision, but it does give a statement that accepts the prevailing view that a secondary school is any complete course of day instruction lying between the public elementary school and the University. Evening classes and institutes and courses of instruction in single subjects are cut out. A secondary school is "a day or boarding school which offers to each of its scholars up to and beyond the age of sixteen a general education, physical, mental, and moral, given through a complete graded course of instruction, of wider scope and more advanced degree than that given in elementary schools." This description will apply to the three grades of schools which the Board is willing to preserve. We have only one criticism. It is not, in our opinion, reasonable to call a school that sends boys to Oxford and Cambridge first-grade, while one sending boys to London or Manchester is entitled second-grade. This is not, of course, stated in the regulations, though it is implied in the definitions. There is no sound reason why literature should be put above science. Now that the word "secondary" is to some extent defined, it may be hoped that the awkward word "higher," which trenched on University education, may be allowed to lapse.

What is Secondary Education?

THE Association of Head Mistresses at its Annual Conference, as reported elsewhere, formally pronounced its adhesion to the proposals for constituting a College of

The College of Secondary Teachers.

Secondary Teachers. The Teachers' Guild, on the other hand, as we foretold, has felt itself compelled to decline to co-operate in the movement. This is inevitable in view of the fact that the Guild is not an association of secondary teachers. Indeed, when the new college is constituted there will be all the more reason for the Guild—a body that endeavours to view education as a whole apart from sectional aspects and administrative details. We understand that progress has been made in the preliminary negotiations for the formation of the new college, and that the plan on which we commented last month has been amended and made more practical. Roughly, the present proposals are for an enlargement, not an absorption, of the College of Preceptors. We understand that the Council of the College have approved conditionally the modified scheme, and appointed three representatives to discuss details with three selected from Canon Bell's Committee.

THE Archbishop of Canterbury gave a conciliatory and encouraging address on the occasion of the annual meeting of the National Society. He asked his audience to consider how much good had been wrought by the Education Act, and urged conciliatory dealings with the Education Authorities. We are always glad to welcome a good word in behalf of the Act. In spite of the unhappy clauses dealing with voluntary schools, minds unwarped by party politics are beginning to recognize more and more the immense potentialities of the Act. But we refer here to the Archbishop's address mainly because we want to reiterate and emphasize his statement that "the history of the last century showed that religious controversy had always been less where educational progress was greatest." The timid priest who fears education lest it detract from the importance of certain narrow dogmas which to him contain the whole truth may take heart from these words. The progress of education does not militate against the religious life of a nation; though certain accepted explanations of phenomena may from time to time have to be re modelled as knowledge increases.

Religion and Education.

A WRITER in our correspondence columns finds serious fault with us for our discouraging remarks last month anent the Association of London Secondary Teachers. With the information at present at our disposal, we hold absolutely to what we have said on this subject. We deem the present moment one for the federation of secondary associations. The reasonable desire that London teachers should combine to express their views to the Education Authority is best met by a union of the bodies already in existence—especially the four Associations of Head Masters, Head Mistresses, Assistant Masters, Assistant Mistresses. If the new association intends to cover the ground taken by these bodies, we still think its formation unnecessary, and we doubt whether its influence will ever be great. If, on the other hand, it aims at causing combination amongst a class or classes of teachers left outside existing organizations, then we are prepared to welcome it. In this case the name given above would seem to be too wide. Our correspondent does not expressly state what is to be the recruiting ground of the new association.

The Association of London Secondary Teachers.

WE print the question and answer given below because they are of some interest to teachers, and because they are not given even in the *Times*. Assistant masters will see here a distinct grievance. The late head master of the school in question retires on a pension of £400, while an assistant master retired after thirty-one years' service is granted a special gratuity of a sum equal to one term's salary. Even to make this trifling payment the governing body had to ask permission from the Board of Education. We feel sure that both the Board of Education and governing bodies generally are alive to the injustice. The difficulty is to find the money for pensions to assistant masters. The question implies that a fresh scheme is projected for the school under which assistant masters may receive a pension. We hope this is so.

The Whitgift School.

Thursday, June 16, 1904.

Mr. STEVENSON,—To ask the Secretary of the Board of Education what pension is being paid by the Governors of Whitgift School, Croydon, to Mr. Robert Brodie, formerly Head Master of this school; whether he is aware that the Rev. George H. Huddlestone, who had been an assistant master at the same school for a period of thirty-one years, was dismissed by the new Head Master, and consequently ceased to be a member of the staff in the Christmas term, 1903; whether representations were made by the governing body or by any governor of the school to the Board of Education for permission to pay a pension to the said Mr. Huddlestone; and, if so, what reply was given by the Board of Education to these representations, and on what grounds was it based; and whether, in the event of the establishment of a pension fund for assistant masters under the new scheme of this school, Mr. Huddlestone would be entitled to obtain any benefit from the school funds.

Ans.—The pension paid to Mr. Robert Brodie is £400 a year. At the request of the Governors, the Board have sanctioned the payment to Mr. Huddlestone of a grant, as a special gratuity, of a sum equal to one term's salary. It is not clear what scheme is meant by the "new scheme" mentioned in the question; nor how Mr. Huddlestone could benefit from any pension scheme which may be established in the future.

ONE of the weaknesses in the Welsh system of intermediate education is emphasized by a phrase in the report of the Chief Inspector. Mr. Owen advises "that in the case of pupils whose probable school course will not extend beyond two years thorough training in English and Welsh should be given in preference to the present curriculum, which, in such cases, imparts only a superficial acquaintance with English, Latin, and French." When the conditions are as stated we agree to the recommendation. The weakness lies in the phrase "two years." A pupil should not be transferred to an intermediate school for so short a period as two years. If a pupil is to profit by a secondary education, he should leave the elementary school about the age of twelve, and should thus have at least a four years' course before he leaves, whether it be for office work or for a University college. But we agree with Mr. Owen that a great danger to progress in Welsh schools lies in the very general neglect of Welsh and in the attempt to teach new ideas and to develop the reasoning faculties through the medium of English, which in many cases is a foreign language only heard in the school.

Languages in Welsh Schools.

MANY reforms of recent days have been carried out under the rule of Lord Londonderry. We wish to suggest yet another. It is the issue of a memorandum to secondary schools urging the importance of legible handwriting. The style need not be "copy-book" nor "copper-plate," but it should be readable. In business the typewriter has done away with much vexation; but in "learned" circles it still appears to be the rule that the less legible the handwriting the greater the man. Matters are even worse in Germany than here. Perhaps that is why the German Minister of

A Desirable Reform.

Public Instruction has been forced to grapple with the problem. No one can dispute his dictum that "the neglect of clear writing is productive of much annoyance in both official and private life." Accordingly, German teachers in secondary schools are instructed to see that their pupils write legibly. Certainly we do not desire Mr. Morant or his advisers to issue an official script, but it would be well for secondary inspectors to point out in their reports that there is no necessary connexion between illegible handwriting and secondary education.

THE County Council of Carmarthenshire, after essaying two separate lines of educational policy, has now definitely ranged itself under the Lloyd-George flag, in line with the other Welsh counties. It has been resolved to administer the Act in reference both to provided and to non-provided schools. A fact pertinent to the situation is that by refusing to appoint attendance officers for non-provided schools the county was likely to lose a large amount of the Government grant. Also by refusing to appoint local managers an opportunity of influence was lost. It is stated that the feeling against voluntary schools has undergone no change, and that the real policy of the Council is, while keeping within the four corners of the Act, to force the voluntary-school managers to hand over their buildings to the Authority. Against action like this Sir William Anson's Bill appears to be powerless; for the county cannot be shown to be a defaulting Authority. Mr. Lloyd-George is triumphing all along the line, and at present the Board of Education is silent. We have much sympathy with the action of the Welsh counties; but, we say again, to attempt to bully or to starve the voluntary schools into surrender is a cruel hardship to the present generation of voluntary-school children.

Carmarthenshire's Education Policy.

IT was perhaps but cold comfort that Mr. Morley offered his audience at Oxford when he opened the new library at Somerville College. He seemed to think that, as woman is debarred from a responsible interest in the larger public interests of the country, she must console herself with the academic interest of books. We should prefer to put the matter differently, and to say in so far as women are shut out from the practical interests of life their education is proportionately academic. To the man of action books take a secondary place. Those who lead a life of enforced inactivity read of the actions they would like to share and study the ideas they would like to promulgate. But Mr. Morley is not altogether right. Though female suffrage is not to-day a question of practical politics, it is idle to deny that women share—and share largely—in public life. They do actively share in the larger national interests. Their education, therefore, has the stimulus of action to follow. In politics women are not a negligible quantity, though they do not yet sit in St. Stephen's.

Women and Public Life.

THE uneasy feeling amongst Nonconformists that they are not equitably treated in practice—however the law may stand—receives additional justification from some interesting figures that Mr. Carvell Williams contributes to the *Times*. It appears that twenty-four times in a period of forty-five years the Senior Wrangler has been a Nonconformist. "Yet during all this period Nonconformists have been practically, if not by law, excluded from the masterships of endowed and other public schools, and from teacherships in thousands of elementary schools, as well as from the majority of training colleges." The indictment is largely true; though there are cases where head masters have been appointed because they were Nonconformists, and other cases of appointment without inquiry into religious opinions. To be a high Wrangler is not really a first-rate qualification for class-room work; but these facts are certainly worth quoting as another argument in favour of the complete abolition of religious tests in every department of educational work.

Nonconformist Wranglers.

ONE result of putting primary and secondary education under one Authority has been a suggestion that holidays in secondary schools are too long. More than one Local Authority has asked why secondary schools require more holiday than public elementary schools. There is a good deal to be said on both sides, and we may recur to the subject. We call attention to the matter here because, before long, the question will become a "burning" one, and schoolmasters must have their arguments and their weapons ready if they desire to retain their ancient liberties. The need for long holidays is most to be pressed in boarding schools. It is well that children should spend at home a good slice of the year. In day schools this argument does not apply, and, in comparison with France or Germany, English holidays are unreasonably long. But teaching is hard work. If home-work were entirely remodelled and if occasional holidays were less rare, both boys and masters might stand a longer term without undue hardship.

Length of Holidays.

WE hear little of Sir William Anson's Bill for dealing with defaulting Authorities. The sole effect of its introduction, viewed as a threat, appears to have been to induce Carmarthenshire to rescind the resolutions recently passed by the County Council. These would have made it possible to prove the county to be defaulting. Now the difficulty would be, if the Bill were passed, to find any opportunity of putting its machinery into motion. Indeed, we shall not be surprised if the Bill is quietly allowed to drop. The Board of Education must feel that the successful carrying out of legislation depends on the good will of the people. Coercion will always fail. The Bishop of St. Asaph's Bill in the House of Lords does not seem to meet with any more support than Sir William's bantling. Logically, the proposals are sound, but undoubtedly they are unpopular. Yet we do insist that the final remedy for the religious difficulties can only be found in the direction of allowing each religious body to provide, at its own cost and within school hours, the religious teaching that any group of parents demands.

The Proposed Education Bills.

THE Archbishop of Canterbury and Princess Christian are two among the great ones who have combined to offer free summer holidays to lady teachers in secondary schools "who are without sufficient means to provide themselves with a needful holiday." To criticize such kindly patronage is an ungracious task. Teaching is hard work, and a holiday rest is essential. As a temporary salve to an ugly national wound we can have no objection to the scheme. There are teachers who cannot afford a holiday. But may we, without offence to Lady Jeune and her supporters, point out that the real remedy is to insist upon fair salaries? It is a disgrace that teachers who are doing an essential work should be paid so wretchedly that they have to rely upon charity for a summer holiday. Indeed, to us the idea is offensive. In

Holidays gratis!

order to save the pockets of well-to-do middle-class parents, in order to perpetuate the injustice of underpaying teachers, we are to put this holiday scheme "on a permanent basis with an assured income." Will not the associations of women teachers publish a protest?

Dismissal of a Head Master.

THE dismissal of the Head Master of the Salt Schools, Shipley, is, on the face of it, one of those hard cases which point the need of a right of appeal to the Board of Education, which we have persistently advocated both for head masters and assistants. We have before us only an *ex parte* statement of the case, in the form of a letter addressed by Mr. Pimlott to the *Yorkshire Daily Observer*, but this contains incontestable facts proving that the action of the governors is mainly responsible for the unfavourable report on the school on which the dismissal was based. "During the first eleven years, when accounts were published, the boys' department of the High School made a profit of £600, the girls' of £700, and the Technical School a loss of nearly £1,200." In other words, the resources of the High School were drained to supply the shortage of the Technical School. Further, the Inspector reports that the regulation of the school-deed which requires that all the assistants should be appointed solely by the head master has not been carried out, and that the assistants appointed by the governors are required a double debt to pay, and as far as the High School is concerned are half-timers; and he ascribes to this understaffing and overworking of the staff the defects in the science teaching. It is quite possible that the governors have other reasons for dismissing Mr. Pimlott of which we are ignorant. All we contend is that he has made out a *prima facie* case for appeal, and this seems to be the view of the Board of Education, who "regret that, owing to the powers possessed by the governors, they are unable to interfere."

THE CLASSICAL ASSOCIATION.

THE first general meeting of the Classical Association was held at Oxford on May 28, too late for us to report or comment on last month. Since its foundation in last December the Association, thanks mainly to the energy of its two Secretaries, Prof. Postgate and Prof. Sonnenschein, has grown in numbers and enlisted almost every English classical scholar of any mark. The object of the Association was well defined by its President, the Master of the Rolls, in his opening address. Its motto, he said, was defence, and not offence; and its aim to enlist the co-operation not only of professional scholars, but of those who, like himself, while pursuing other walks in life, still found in the study of classics refreshment and delight. The secondary objects of the Association were no less wisely defined by Prof. Ramsay, the President of what may be called the parent Association in Scotland—to consider and suggest practical proposals for improving the methods of classical teaching so as to bring them into harmony with the altered conditions of the day, and to press upon the public at large, in season and out of season, what were the conditions to which all true education must conform. So long as this programme is faithfully carried out we shall all, whether classicists or moderns, wish the Association God-speed. But, while deprecating as strongly as Prof. Ramsay the "facile shoddy courses" which our modern Gradgrinds would substitute for sound learning, we are bound at starting to raise a protest against the Vice-Chancellor's pronouncement that classical study is the chief instrument of education. Stated thus baldly without qualification, the proposition is demonstrably absurd, and we would not attach undue weight to an *obiter dictum*. The correction was, indeed, supplied by Mr. Mackail, whose brilliant paper on "The Place of Greek and Latin in Human Life" was far the best of the entertainment. He claimed for Greek and Latin no mystical or sacramental value, and he admitted that two-thirds of our present classical teaching was vitiated by that very narrowness of outlook and over-specialization which was the defect of science as an educational instrument. Yet, in spite of the croakers, he held that there had never been a time within memory when the classics were so widely and seriously studied as they are now.

The subject of classical studies has been so often treated in these pages that we are not called upon for any new confession of faith; but a few remarks will not be out of place on the altered conditions brought about by the organization of secondary education. Local Authorities will have to determine what shall be the curriculum of the schools they will subsidize and of those they will establish independently, and the Central Authority will have to reconsider its grants.

The first axiom we would lay down is that the matter of study is of far less importance than the method. We may say of certain subjects—such as bookkeeping and shorthand—that their educative value is at a minimum, and of other subjects—such as language and literature—that they are *par excellence* the instruments of culture; but none who is competent to pronounce a judgment would now maintain that French and German may not be so taught as to give a truly liberal education, or that a smattering of Latin is to be preferred to a mastery of the mother tongue.

Secondly, we would maintain with no less assurance that the benefit of language study is intensive and increases in geometrical proportion. Whatever the language, the earlier stages are—and must be—mainly a matter of memory; and there is no more mental gymnastics in learning *εἰμί, εἶ, ἐστί* than in learning *ich bin, du bist, er ist*—in construing Greek "Delectus" than in construing "Heroengeschichten."

This proposition admitted, there follow two corollaries. With four years of language teaching it is far better to devote the whole time to one language than to divide it between two.

What that language shall be is comparatively a matter of indifference, but utilitarian considerations will turn the balance in favour of a modern language. If we neglect the fictitious value given to Latin by prizes and scholarships, French is a more marketable asset, and this is another point in its favour. There can be no dispute that, apart from the linguistic training, a boy who has learnt French for four years will have acquired by the way far more insight into life and literature, and have, moreover, a far wider field open to him for future study than a boy who has learned Latin for the same time. It is piteous to see, as the present writer has seen times out of number, schools where the leaving age is sixteen attempting to teach two foreign languages. The result is that the pupils leave not knowing English or English literature, not knowing French, and having acquired the minimum of Latin required for the Junior Locals—that is to say, they have learnt something of Latin accidence and have "got up" a book of Cæsar or an "Æneid"; but not one of these boys will ever open again a Latin book, and in five years' time they will know less Latin than Colonel Newcome.

We must accept the fact that classical scholarship, in the narrow sense that the term has hitherto borne, will become more and more the luxury of the few. The aim of the Classical Association, as it seems to us, should be not only to keep the torch burning, but to diffuse its light—not to maintain the shibboleth of Greek in Responsions and Latin for entrance to the Army, but to convey to the millions, by help of translations and adaptations, books like Kingsley's "Heroes," Church's "Homer," Murray's "Euripides," Butcher's "Aspects of Greek Genius," the living spirit of the ancients.

OXFORD MEETING OF THE CLASSICAL ASSOCIATION.

The preliminary proceedings of the first regular meeting at Oxford on May 28, including Mr. Mackail's oration on the place of Greek and Latin in human life having been adequately reported in the daily press, we confine ourselves to giving some account of what passed at the business meeting and at the educational discussion in the afternoon.

The Treasurer (Mr. Mackail) made an *interim* report on the financial prospects of the Association. The number of members at present was about 750, and the total receipts of all kinds amounted to £178. 17s. It was impossible to estimate what

balance would be available for printing and publication, but this would not exceed £100. The adoption of the rules, as proposed by the Council, was moved by the President of Magdalen and carried after a brief discussion. The subscription is to be 5s. annually, with an entrance fee of 5s., remitted in the cases of all who join in the present year. The Council as elected at the December meeting was continued to January, 1905 (the date of the next meeting, which is to be held in London), with the addition of Sir Robert Findlay as a Vice-President and Prof. Percy Gardner as a member of the Council. A motion for the appointment of a committee to consider the question of the spelling and printing of Latin texts was proposed by Prof. Postgate, and seconded by Mr. Winbolt on behalf of the Assistant Masters' Association.

In introducing the question of the reform in the teaching of classics in school, Mr. J. W. Headlam said that it would be helpful at the present to centre our attention on the work of the boys in the great classical schools who continued their studies until the age of eighteen or nineteen, and who had learned not only Latin but Greek. In the present educational conflict the real issue was not between classics and science—rather was it whether the "humanistic" education should be given in the form of classics or in the form of modern languages, English, and other subjects grouped together as modern education. The weakness of our classical system was its tendency towards perfection of style and towards linguistic analysis. But in a truly humanistic education it was ideas and the grouping of thoughts and facts in a great work of art which were most important. This was where lay the deficiency of classical teaching, and here was the source of the weariness which the study of the classics often produced. The pupil's attention was given almost entirely to translating the words, and the subject-matter was overlooked. The question of grammar must be dealt with first. Too much accidence was taught at the first, and the exaction of minute grammatical accuracy was a hindrance to the appreciation of the literature, and perhaps no help to the understanding of the language itself. An excessive importance was attached to the practice of composition. To demand four kinds of composition was to require far too much, especially as in composing boys were not working from their own observation, but learning rules from their masters, so the work became second-hand. If relief were given here, they would be able to understand better the important facts of the great period of the world's history they were reading about. The boy who had started with Xenophon should go on with a number of the easier books, and not as he does now. In conclusion, Mr. Headlam dwelt on the paramount claim of the classics to attention as giving within a moderate compass the instruction for which we had to go to different periods in modern times.

Mr. A. Sidgwick considered that there were two questions: "Who are the right people to teach classics to?" and "How should classics be taught to them?" Taking the three grades of schools at which the boys left at the average ages of fourteen, sixteen, and eighteen years, in the first grade Latin should not be taught except to exceptional pupils; it should be tried in the second grade, exemptions being exceptionally permitted; and in the third it should be taught to all. Then we must get rid of waste in our teaching, which was proved when students could not read fairly an unseen passage suited to the stage to which they belonged. There was considerable waste in the teaching of Greek, which was taught to the wrong persons in many cases. Finally, the speaker approved of the oral method, and emphasized the importance of training for the teachers.

Mr. R. C. Gilson said he was not merely for the retention, but for the extension, of Latin teaching. He did not defend the classics on the ground that they afforded a superior sort of mental gymnastics, but on the ground that ancient thought was simpler and purer, and that it furnished, as it were, the key to the complicated tapestry work of modern society. The old classical curriculum, with all its faults, was an admirable training for those who could go through with it; but time could not be found for it now. For boys whose education was to stop at sixteen, Greek must be surrendered. The time given to the study of syntax must be curtailed. The oral method (and with the reformed pronunciation of Latin) should be more often used. But in the two points in which we were superior to America and Germany, translation and composition, there should be no lowering of the standard.

The Warden of Wadham desired to know whether teachers had tried the experiment of giving boys texts with literal interlinear translations.

Canon E. Lyttelton said this plan had been tried at Harrow, but had proved intellectually a failure. He could not follow Mr. Headlam in thinking that the controversy was not at present between classics and science. There was great danger of the humanistic training being driven out of the schools by the excessive demands for scientific equipment. He suggested a friendly conference between leading representatives of classics and science.

Mr. T. C. Snow thought that only the highest kinds of composition, verse and prose alike, should be encouraged.

The discussion was continued by other speakers, including Miss Gavin, Mr. P. S. Matheson (who defended the Joint Board against criticisms of previous speakers), Profs. Gilbert Murray, Burrows, Postgate, and Conway.

CANON DANIEL.

A FELLOW-WORKER'S TESTIMONY.

ON May 27 Canon Evan Daniel ended his full and useful life at Horsham Vicarage. Of late years he had been less heard and seen in London, and those who remember his teaching felt that in the present crisis he and others of like mind and aim could ill be spared from the discussions and reconstructions which engross our modern educators. Canon Daniel had one rare gift as a teacher of teachers to which only a few can testify. He was, on the whole, the ablest critic of lessons actually given in school before him whom the present writer can recollect. His range of information was not only wide, but it was thoroughly at command; errors were pointed out, method criticized, new sources of information indicated, and last, but by no means least, praise was awarded whenever possible. There could be no doubt in his hearers' minds as they listened that Canon Daniel was one who knew, and this, together with the insight of sympathy, made his criticism effective and truly formative. Once or twice he himself would give a lesson and show how fully he understood how to get at the minds of young children. He worked for and with the Maria Grey Training College for the first fifteen years or so of its struggling life, and he was always ready to give his experience, sympathy, and knowledge to the cause for which it stood. Students whose dreaded criticism lessons were given before such a critic did not know perhaps then how great their opportunity was; but they know now. They must see what a chance they had of learning, and they must feel the immensely potent and far-reaching influence of optimism in teaching.

Canon Daniel's optimism was never of the cheap and tawdry sort: it was of the sterner and saner kind which recognizes the value of steady, quiet, and courageous effort, prescribes no short cut to success in teaching, but clearly discerns the true conditions and the true rewards. With him, these were extraordinarily simple. No slave to method, he yet saw the value of method as simplifying and expediting work; and he taught, both by example and by precept, that the work of a teacher was pre-eminently worth doing—worth doing simply as a social service of the most important kind. Amid all the schemes and discussions of the present day, he would have reminded us, surely, that, after all said and done, teaching depends ultimately far more on character than on buildings, on University distinctions, on athletics, and on prize distributions; though all these have their place, and possibly use, as adjuncts. He probably did not trouble himself much about the estimate in which we whom he taught so patiently held his work; but, if his beliefs are now in process of realization, he will not be careless of the sentiment of deep gratitude which his former pupils gladly feel for a teacher such as he.

AGNES J. TURNER (*née* WARD).

GEMS FROM LONDON MATRICULATION.—"Er besass . . . überlegten Eifer, durchdringenden Verstand" (of Cavour)—"He possessed superficial steel and wit like an express bullet." "Der noch jüngst zum grossen Geiste blies der Pfeife Rauch" (of a Red Indian chief)—"Who, when a young man, with great spirit blew the bag-pipes."

"ALCESTIS" AT BRADFIELD.

BRADFIELD COLLEGE gave the first of five representations of the "Alcestis" on June 21. The revival of interest in the Greek drama, which has been so conspicuous of late, brought a considerable number of visitors distinguished in art or letters—amongst others, Walter Crane, "Q.," W. L. Courtney, Arthur Symons, and Max Beerbohm—as well as several members of the cast which recently produced Gilbert Murray's version of the "Hippolytus."

To produce the Euripidean drama under the conditions of the Attic stage is rather an invidious task. If the conditions were to be exactly observed, by the wearing of masks and the use of the pedestal-like *cothurni*, the result in a small theatre, like that which has been excavated from a disused chalk-pit at Bradfield, would be ludicrous. But, the reason for statuesque repose or grave, stately movement at a crisis of passion, being absent, the representation of such poignant situations as Euripides is wont to depict becomes unreal and tantalizing under the restraints of an ideal of plastic dignity. When Alcestis shows the traits and features of a human being, and is unhampered by the cumbrous apparatus of an old Greek actor, it becomes altogether unnatural that in the scene where she is restored to her dear ones from the grave she does not precipitate herself upon her children and smother them in frenzied embraces, instead of maintaining the tranquil calm of a figure upon a Greek vase. The hackneyed *mot* that is so often used as a fanciful definition of architecture—"frozen music"—would not inadequately describe the Bradfield representation.

None of the performers stood out from the rest with the supreme distinction of the Cassandra in the "Agamemnon" of 1900. Obviously, the difficulty of making the voice carry to a large audience in the open air caused declamation to be treated as more essential than the expression of emotion, but those who remember L. Starey's acting in the Jubilee year know that clear enunciation can be attained without the sacrifice of telling intonation and inflexion of the voice, even on an open-air stage.

E. L. Scott as Admetus and H. W. H. Richards as Alcestis did artistic and conscientious work. Alcestis evidently knew how to "die gracefully," while H. A. Robinson's impersonation of Herakles was much appreciated by the audience. The designer of the costume and "make-up" of Thanatos, whoever he may be, is an undoubted genius. It is questionable whether Dr. Rowton gained anything by his deviation from the stricter archaism of Mr. Abdy Williams's music. As for the stage effects, they were marvellous. The procession which carried Alcestic forth on her bier was conceived in a spirit of profound and reverent art, without any meretricious theatricality. And the whole mounting of the piece, with the designs of costume and the grouping of the actors and chorus, was a "liberal education" in art.

No better demonstration could be conceived of the vitality of Greek literature and art in face of the hostile criticism to which it is exposed in these days of rampant materialism, and it is significant that the man who is primarily responsible for this triumphant vindication of the claim of Hellenism to be still regarded as a great educative force is also an opponent of "compulsory Greek" at the Universities.

A word should be said of the English verse translation of the "Alcestis" executed by the Bradfield Sixth Form. Of course, they had the unusual advantage of a poetical model in "Balaustion." But, after this advantage has been discounted, the work is still to be regarded as of extraordinary merit. Alcestis's farewell is almost as moving in the English translation as in the original, and, in Admetus's reply to Heracles's question whether his wife still lives

"She lives and she lives not—oh, my heart breaks!"

is almost an improvement on

ἔστιν τε κοὐκέτ' ἔστιν, ἀλγύνει δέ με.

The music of the choruses has—and no wonder—defied the efforts of school-boys, but this is a graceful and sententious stanza:—

"Duty still leads the noble mind;
The noble and the wise;
And he that feareth God shall find
God's blessing ere he dies."

T. NICKLIN.

"HOW comes it that during the hundreds of years in which priests and Fellows of Eton College have retired from hard work to college livings and leisure not one of them has ever done anything whatever for either scholarship or divinity—not one?"—Gladstone in "Life."

PROF. SADLER has been officially invited by Lord Londonderry to represent the Board of Education at the great Exposition and Educational Congress at St. Louis. Unfortunately Prof. Sadler's engagements in England did not allow him to accept the invitation.

JOTTINGS.

EDUCATIONAL EXHIBITS AT THE ROYAL AGRICULTURAL SHOW.—Of very special interest were two small exhibitions held in the building on the show ground of the Royal Agricultural Society which was erected last year for the display of matters relating to agricultural education. On this occasion, as before, those institutions in this country—and they are not so numerous as they might be—which provide for the scientific education of the agriculturist, or undertake experimental work on behalf of the farmer, made a brave display illustrating their work. For the first time, owing to the growing interest which is being taken in forestry, a wide collection, illustrating this important part, was brought together; and not only were dead specimens showing the structure and growth of trees, their seeds, their seedlings, and their enemies brought together within the building, but, outside, young plants, illustrating most of the trees in cultivation, improved ways of planting, and methods of preserving home grown timber which is used for fencing were displayed on the adjoining plot of ground. It is impossible to go into detail with regard to these interesting matters, but we may allude especially to the new varieties of larch which have been found insusceptible to the fungoid disease which has arrested the culture of these trees. Mention may be made also of the fine collection of the cones of various trees (to the number of two hundred) and the specimens illustrating good and bad methods of setting young trees. In the more strictly agricultural section opportunities were given to the farmer and scientific botanist of seeing the effects which manures have on the strength of wheat, on derelict land, and on soil which would otherwise refuse to grow further crops of clover. Most interesting series of bacteriological cultures used in teaching dairy students and in pointing a moral to those who visit the travelling and permanent dairies of the County Councils were also exhibited. Injurious insects were shown working havoc with various trees and crops together with those fungoid parasites which batten on many food plants. We must not forget either the charming series of seedling potatoes, illustrating the way in which new varieties are raised by expert cross-fertilization. Soils, too, together with jars and charts illustrating their composition, were also in evidence; and one stall was provided for the sale and distribution of the Royal Agricultural Society's publications, while at another those of various institutions were displayed. The organizers of these collections and the individual exhibitors are to be congratulated upon the result of the time and trouble which they have successfully expended.

MR. H. H. ROBJOHNS, B.Sc. London, has been appointed Director of Modern Instruction at the Cheltenham Grammar School, in the place of Mr. T. A. Stephens, B.A., who has been selected by the Board of Education to take part in the work of drawing up a report on the condition of secondary education in Ireland.

THE Principal of Sandford, Blundellsands, requests us to warn our readers, and in particular, head mistresses, against a certain "S. Kemp," who is going about the country soliciting advertisements of schools for his *Home Guide*.

THE Alliance Française has given its *patronage* to the Teachers' Guild Holiday Course at Honfleur.

MR. LORING, the secretary to the West Riding Education Committee, has handed in his resignation, which has been accepted.

THE three selected candidates for the post of Education Officer to the London County Council were Mr. P. A. Barnett, Mr. Robert Blair, and Dr. Kimmins. Mr. Blair was appointed at an annual salary of £1,000. Dr. Kimmins was subsequently appointed at a salary rising in three years to £1,000.

DR. GREGORY FOSTER has been appointed Principal of University College, London.

THE Council of University College, London, has purchased a site of five acres at Hampstead. Buildings are to be erected for the University College School.

THE North of England Education Conference will meet on January 6 and 7, 1905, in Liverpool.

UPWARDS of £700 has been raised for the Rooper Memorial. The Committee spent a modest £10 on a commemorative tablet in the hall of Hartley University College at Southampton; and handed over the rest of the money to the Governors to found a special scholarship.

IT has been officially announced that the Royal Indian Engineering College will be permanently closed at the end of the session 1905-6.

IT is refreshing to learn that even the great ones of the earth sometimes neglect the duty of attendance at meetings. The Lord Chancellor, Lord Halsbury, has ceased to be a governor of Blundell's School, Tiverton, being disqualified owing to the fact that he has not attended a single meeting of the governing body since his co-optation three years ago.

THE Board of Education has now extended the date at which the Act of 1902 is to come into operation in Flintshire and Cardiff and Newport to July 1; and in Monmouthshire to September 26.

EDUCATION in the Transvaal is rapidly progressing. During the last twelve months the number of primary schools has risen from 162 to 373; and of farm schools from 72 to 269. There are altogether 35,000 children in attendance, and the average percentage is 85.

MR. E. N. MARSHALL, house master and senior classical master at Loretto, has accepted the Head Mastership of Queen Elizabeth's Grammar School, Kingston. The selected candidate who headed the list, Rev. H. B. Ryley, declined the post.

THE National Home-Reading Union is organizing for its members a Summer Assembly, to be held at York from June 25 to July 2.

THE Victoria University of Manchester has conferred the honorary degree of Litt.D. upon Prof. Rein, of Jena.

THE Council of Head Masters of Institutions for Deaf Mutes has passed a resolution affirming the disadvantage to normal deaf mutes arising from the presence of mentally deficient pupils in their schools, and urging the establishment of separate institutions for those who are mentally deficient.

GIRTON COLLEGE has received an offer of £2,000 towards paying off debts on existing buildings, on condition that £18,000 is collected before July, 1907.

THE value of the County Council scholarship system is exemplified by the fact that the Senior Wrangler this year was formerly a Somerset County scholar.

THE annual report of the League of the Empire states that the membership numbers 7,413, and that there are 82 local branches.

REVIEWS AND MINOR NOTICES.

Autobiography. By ALEXANDER BAIN, LL.D., Professor of Logic and English, University of Aberdeen. (Price 14s. net. Longmans.)

Amidst the recent avalanche of lives of philosophers Dr. Bain's autobiography is distinctive in its restraint, calm and cold, like its city of origin; and Prof. Davidson, his literary executor, who contributes a supplementary chapter covering thirteen years (1890–1903), follows faithfully the example of Bain himself. There might well have been more flesh and blood in the volume without any real strain on Bain's invincible reticence. Yet the character of the philosopher lays hold of the reader from the first, and keeps grip of him through many pages of narrative unfamiliar and not in itself interesting. Bain was the second son of a hand-loom weaver in Aberdeen, with a large family and a decreasing business, earning in the best times only a bare pound a week at piece work, but showing in straits the same indomitable energy as afterwards distinguished his son. The mother, too, "trachelt" as she was with the family, exhibited uncomplaining endurance, also exemplified by her son. At thirteen Bain himself was put to the loom, and worked at it steadily for five years, at the same time reaching out after knowledge under difficulties that people cannot readily appreciate in these days of Carnegie libraries. At points there open up glimpses of the astonishing way in which so many Scotchmen labour after working hours to advance their education; and there is a really touching episode where Bain (at sixteen) purposely took his watch to an eccentric tradesman for repair "for the sake of the introduction," and spread his handkerchief on the counter to receive a copy of Newton's "Principia" for a brief inspection. How he took to evening classes and laboured long hours after his weaving, and how he eventually got to college and worked to the front, especially in mathematics, while bringing up the pecuniary leeway by private teaching and other labours, if somewhat detailed for the general reader, is still a remarkable illustration of the *ingenium perfervidum.* As a youth Bain steadily "aimed at cultivating religious warmth," but his efforts appeared to have been damped by the severity of his father's religious inculcations and by the lack of intellectual force and ordinary tact in the prelections of the local clergymen, and he continued throughout life passively agnostic.

The local intellectual forces are well illustrated by the account of Bain's work as secretary to the Mechanics' Institute, his lectures there, his three years' assistantship to the Professor of Moral Philosophy, and the operations of private literary coteries. Meantime, he had passed largely from mathematics to philosophy, and laboured intensely on various problems, writing a good deal, and establishing connexions as far off as London. His early connexion with John S. Mill is well known; and it was one of his early articles that attracted the attention of Grote, who became a life-long friend. Thomas Clark and Thomas Graham may also be mentioned as intimate, and influential on his thought and his career. After a temporary spell of work for Messrs. Chambers, and a temporary Professorship of Mathematics and Natural Philosophy in the Andersonian University of Glasgow, he practically settled in London till his appointment to the Chair of Logic and English in Aberdeen in 1860. Meantime he had been assiduously working, applying for University chairs (with the too usual strange experiences), serving a term (with Chadwick) on the Metropolitan Sanitary Commission and the General Board of Health, and showing his mettle in his two great books of Psychology. There is much of quiet interest in the relations he had with many eminent men during his London sojourn, and on several Continental trips, as well as in his connexion with London University, where he was Examiner in Philosophy and also influenced certain other parts of the curriculum. The work of the Aberdeen Chair was supplemented by a long series of books on both his subjects—Logic and English—which are well known and have been very largely appreciated, and by an active and assiduous interest in the general work of the University, which drew largely on his time and strength. No professor of the University during the last century could compare with him in influence, or in his power of attracting the admiration and affection of his students. Visitors to this country from far lands have been known to journey to Aberdeen expressly to see him, and, if possible, to exchange greetings with him; though there is no word of this in the volume. The poor boy from the loom twice became Lord Rector of the University, and carried its fame to the ends of the earth. A marked feature of this volume is the careful chronicle of the assistance he derived, in his writings or otherwise, from his old students and various friends—a specially honourable feature. In many places the volume is inevitably of local rather than of general interest, even where concerned with broad movements; in many places it is dry to the general reader by reason of the writer's characteristic reserve and deliberate unexpansiveness—so different from his real nature; but throughout there is impressed the sense of a strong, unresting, intense, and acute mind, and of an inflexible will. Right or wrong, Bain was a man of indomitable resolution to find the truth and to test whatever offered itself as truth, and the volume is yet another striking record of astonishing achievement in the face of difficulties that must have beaten any ordinary man. With characteristic modesty, "he requested that no stone should be placed upon his grave; his books, he said, would be his only monument." His books—and the grateful remembrance of his pupils. There are four exceedingly good portraits, taken at considerable intervals, and a full bibliography.

The Mimes of Herodas. Edited, with Introduction, Critical Notes, Commentary, and Excursus, by J. ARBUTHNOT NAIRN, M.A., Head Master of Merchant Taylors' School. Together with Facsimiles of the recently discovered Fragments, and other Illustrations. (Price 12s. 6d. net. Clarendon Press.)

Mr. Nairn's "Herodas" was suggested to him "on the occasion of the performance of one of the Mimes (the Διδάσκαλος) in June, 1902, by some of the boys of Merchant Taylors' School." On that occasion it was forcibly brought home to him that there

was no adequate English commentary on this author, and he immediately set about making one. The result does credit to his industry. In a year he had assimilated the works already published on the subject and ransacked the pages of the *Classical Review* and other learned periodicals, and he has condensed the mass of information thus acquired into his book with skill. As might be expected, a work compiled at such speed shows traces of its method of compilation. Although Mr. Nairn has collated the papyrus himself, and made one or two improvements in consequence, he does not speak with the authority of a master on points of palæography and criticism; nor, again, is his commentary so full and thorough as it might have been after ten years' study. This will not be the final edition of Herodas even for this generation; but we are not ungrateful! We are glad to have it, and have learnt a good deal from its perusal.

The introduction deals with Herodas and his work, the Mime, Herodas and his contemporaries, evidence for the text, the dialect, grammar, and metre, and a bibliography. Mr. Nairn comes to the conclusion that his author's name should be spelt Ἡρώιδας, following Meister. The date of "The Mimes" he takes to be about 270, quite legitimately arguing from internal evidence; but there is no need to place Herodas's birth so late as 300. This is a mere matter of conjecture, and it is just as lawful to place the date earlier and to bring Herodas in closer connexion with the school of Philetas. A sketch is given of the island of Kos and its history. Here the editor follows Paton, Hicks, and Herzog; but he or his authorities make a mistake when they speak of the votive models in the temple of Asklepios forming a "kind of anatomical and pathological museum," on which Hippokrates based his observations. Something might be learnt from a record of symptoms, like the tablets of Epidaurus, if they were faithfully recorded—much, indeed, if the officials kept a more complete private record; but we know enough of these votive models to say that they would be a sorry foundation for an anatomical school. Does Mr. Nairn know anything at first hand about the Epidaurian tablets? The account of the Mime is good, so far as our scanty knowledge goes; but we miss Plato's allusion to γυναικεῖοι μῖμοι in the "Republic." Mr. Nairn gives a long list of parallels between Herodas and Aristophanes, Theocritus, Callimachus, Hipponax, and others, and argues for borrowing. On analysis, most of the parallels turn out to be trifles, and it is likely that nearly all of them may be accounted for if we suppose these authors to be drawing from a common source—the popular language with its proverbs and homely colloquialisms. Community of subject is a stronger argument, and there are points of contact with Theocritus which are fairly explained by a hypothesis that one knew the other's works.

Turning to the commentary, we are glad to see that Mr. Nairn is cautious and conservative in dealing with the text. His references to papers in classical periodicals will be very useful, and he seems to have left little or nothing to do in this department. His judgment in choice of readings, however, is not all that could be wished; and some of them are inaccurately stated. His interpretations are still less satisfactory: a number are incorrect, and some hardly intelligible. His illustrations are nearly all good, but very many would be better for being fuller. Especially he might have drawn on the inscriptions. Thus, the phrase ἄνδρες Πίσηι (i. 53) might be illustrated by some interesting citations. On ii. 3, the ghosts of the dead should be said to leave the nostrils or lips in the form of mannikins rather than "in the form of breath," if we may judge from vase paintings. The opening of iv. should be a text for discussing the parentage and the family of Asklepios; and the inscriptions would yield many illustrations of this idyl, including the tense of ἔτικτε (3). The note on 22 is quite misleading. No votive πίνακες of the type alluded to in iv. 19 have been found at Corinth. Surely it is not necessary to refer to Goodwin for the optative of indefinite frequency in past time (75). λῶ (iv. 94) requires a philological note. So simple a phrase—a proverbial tag—as ἄνθρωπός εἰμ', ἥμαρτον (v. 27) may occur in Petronius without suspicion of copying. Mr. Nairn is rather the clergyman than the critic in his introductory note on vi., where he has "unhappily, no doubt" as to the meaning of βαυβών. He might have compared Menander's βουβών (Frag. 98) if his feelings had permitted him. The form of simile in vi. 14 may be illustrated by Æschylus ("Agamemnon"): παῖς διώκει πτηνὸν ὄρνιν.

Such are a few, but by no means all, of the omissions which we have noted; but, in doing so, we would not be misunderstood. We do not wish to be captious critics, and acknowledge fully the usefulness of Mr. Nairn's book. At the same time, it is our duty to substantiate our impression that it would have gained immensely by further study. Scholars who take their work seriously are few in these days, and we should be glad to impress on one who here makes his bow before the public how necessary time is to the ripening of scholarship, as of all other good things.

Letters of Lord Acton to Mary, Daughter of the Right Hon W. E. Gladstone. Edited, with an Introductory Memoir, by HERBERT PAUL. (Price 15s. net. George Allen.)

When, some years ago, Mrs. Drew brought out a limited edition of the letters of Mr. Ruskin to herself and her sister, the publication seemed to us inadvisable and somewhat indiscreet. They revealed the weaker side of a sentimentalist, and all that was of public interest might have been put into a short article. In marked contrast is the present volume, published with the late writer's sanction and concerned mainly with politics and contemporary history, civil and ecclesiastical. There are, indeed, references to living men or their direct descendants which cannot fail to give pain and had better have been omitted; but, on the whole, the editing has been well done, and the introductory memoir of Lord Acton is admirable. Inspired by the gravity of his subject, Mr. Paul entirely laid aside the epigrammatic flippancy which often mars his work.

Perhaps the most interesting feature of the correspondence is the contrast continually suggested between the student and the statesman, the man of thought and the man of action. The mutual admiration of Lord Acton and Mr. Gladstone was unbounded. It was based on the deep sense of religion and the ardent love of liberty which they both shared. There is a character sketch of Gladstone (pages 44–50) which, for sympathetic appreciation, for the wealth of historical parallels, for spontaneous eloquence, it would be hard to match, and which, we prophesy, will continue to be quoted, if all else of Lord Acton's writings is forgotten.

In many respects, Lord Acton resembled Browning's Grammarian. He was, indeed, no cloistered student, but a cosmopolitan—a man of wide interests and many friends; but he had the same passion for research, the same craving to know all that could be known on his special subject—and, in consequence, the same inability to turn his learning to account and build the temple for which all his life he had been collecting the materials. The references in the "Letters" to his "Madonna of the future"—"The History of Liberty"—are half humorous, half pathetic. George Eliot was his favourite novelist, and he ranked "Middlemarch" first among her novels. It must, surely, have struck him that he, too, was engaged on a key to all the religions. Only a year before his death Lord Acton told a friend who inquired when the great work was likely to appear that it would take him three years to sort his accumulated notes before he put pen to paper. "The History of Liberty" was never written—nor would it have been written had Lord Acton outlived the years of Nestor. With all his profound learning, his wide outlook, and his sane judgment, he lacked the architectonic genius of a great historian. But in all other points, it is almost needless to add, he was the antipodes of Mr. Casaubon—a man whose sympathies were bounded neither by his creed nor his country; a living influence both in scholarship and in politics; an ideal professor, stimulating his pupils to reap where he had sown; a statesman, though he held but an honorary office and scarce opened his lips in the House. Such is the unconscious self-portraiture revealed by the "Letters"; and they are, besides, invaluable for the side-lights they throw on contemporary politics. It is a book that all should read and all who can afford it should buy.

There are several misprints and mistakes in the French and German which should be corrected in a second edition.

"The Regions of the World."—*North America.* By ISRAEL C. RUSSELL, Professor of Geology in the University of Michigan. (Price 7s. 6d. Henry Frowde.)

This book makes a worthy addition to the series edited by Mr. H. J. Mackinder, though it seems hinted in their respective

prefaces that author and editor have been a little at cross purposes. Mr. Mackinder is strong on economic geography, while Prof. Russell so magnifies his office as a teacher of geology as to devote the greater part of his space to the natural structure of a continent whose human relations are here dealt with in two chapters. One can guess how he may have filled out, on a disproportionate scale, the themes that mainly interested him, then found himself obliged to huddle up his other topics in a corner of a canvas too small for the design. Another apparent want of proportion, in throwing into the background such parts of North America as do not belong to Uncle Sam, has good excuse by reason of the more elaborate study and survey bestowed on United States territory. But the Professor now and then lets his accuracy go astray across the border, as when he puts the Nôtre Dame Mountains (page 84) *north* of the St. Lawrence and "in the province of Ottawa." Banff, that cousin of kilted Banavie, may protest against the truly American liberty he takes in spelling it *Bamf*. One is glad, indeed, to note how republican patriotism does not hinder him from admitting that Canada has always treated the Indians better than her neighbours did, and from testifying to the efficiency of the Canadian mounted police, in whose vast beat no man has ever been lynched and no known murderer has evaded justice —a fact that probably goes far to account for the recent shifting of population across the British frontier. It is from natural rather than historic conditions our author draws the moral that North America should be a "single political unit"; and no spirit of spread-eagleism disfigures a just pride in "the highly creditable advances made by American geographers in definitely formulating the principles of physiography," as is well illustrated in this book. The chapters on fauna and flora, and on the native inhabitants, are also of such quality that one could have wished a little more room made for treating less scrimply one side of the subject.

The Phase Rule and its Applications. By ALEX. FINDLAY. Together with *An Introduction to the Study of Physical Chemistry* by Sir W. RAMSAY. (Price 5s. Longmans.)

This is the first volume of a series, entitled "Text-Books of Physical Chemistry," which are being prepared under the editorship of Sir W. Ramsay. If the succeeding issues are as excellent as this, then a notable and indispensable addition will have been made to the library of the student of chemistry. The subjects chosen for treatment include, in addition to the Phase Rule, Stoichiometry, the Relation between Chemical Constitution and Physical Properties, Electro-Chemistry, Spectroscopy, Thermodynamics, and Chemical Dynamics; and the authors, in each instance, have special knowledge of the particular subjects on which they write. By assigning a separate volume to each division of the main subject, it is hoped that additions may easily be made from time to time as our knowledge of physical chemistry progresses. A general introduction to the series, extending to some sixty-four pages, has been written by the editor, and consists of an excellent *résumé* of the history and progress of physical chemistry. It can be obtained separately for 1s., and is excellent reading.

One of the most important directions in which research in physical chemistry has proceeded is in the study of the conditions of equilibrium which hold when chemical changes of an opposed nature proceed simultaneously. It is now known that such actions are exceedingly common, and although, individually, they may differ greatly in kind from each other, yet the phase rule enables a logical classification to be made and order to be evolved out of chaos. It is this important generalization which Dr. Findlay has undertaken to expound, and he has succeeded well. The rule has been stripped of its mathematical garb, and the author has explained it, in all its bearings, by the consideration of a great number of concrete examples. The student of to-day is indeed fortunate in possessing such an excellent guide to this subject, for we know, from our own experience, how much labour it has hitherto been necessary to expend in obtaining the information which is here so fully and clearly set forth. The very numerous references to the original papers from which the examples are drawn will be found of great use to those who wish to make a deeper study of the phase rule. Diagrams are good and plentiful, and the whole volume is well got up.

Register of Teachers for Secondary Schools. Being the List of Teachers Registered in Column B, complete to March 31, 1904. Compiled by the Editor of the *Schoolmasters Yearbook*. (Price 2s. net. Sonnenschein.)

A private firm has done what, for reasons explained elsewhere, the Board of Education has found itself unable to do, and we have here in a handy form the 5,510 teachers who were entered in Column B of the Register on March 31. The work has been executed with extreme care and accuracy, and in some cases it gives more information than can be found in the Register. The title of "Reverend" has been added to clerics, and "deceased" is inserted against the names of several whose death is not recorded in the official lists. We have remarked only one defect: the editor professes to give the postal address wherever this is not the same as the school address; but this has not always been done. Thus Mr. Findlay, Mr. Paton, Mr. Fletcher, as heads of day schools, must have had two addresses; but here only the schools over which they then presided are given. The publication reveals incidentally some interesting facts. The Head Masters of Eton, Harrow, Winchester, Shrewsbury, St. Paul's are conspicuous by their absence, and not one of the sixty-four Eton masters had registered up to date. This is, doubtless, regrettable, though we cannot go so far as to say with the editor that, if masters in public schools remain outside, the status conferred by registration can never be of very great value. Eton is a sort of enclave, and what Eton does or does not do has no more effect on national education than the Kingdom of Monaco has on France or Italy. The editor reckons that the number of schools that have received "experience" recognition is greater than fifteen hundred and less than two thousand. As a matter of fact it is well over two thousand. This, as Sir W. Anson said in the House, is "a remarkable piece of work to have been done in the time"; but, he might have added, remarkable for the quantity rather than the quality. The refusal of the Board to publish any list indicates that they share this view. The proportion of heads to assistants on the Register, roughly 3 to 10, is a noticeable feature, but the explanation is simple. For the head of a recognized school no qualification, not even a degree or University certificate, is required. Further, joint heads are liberally admitted. One private school accounts for three head mistresses, and another school with twenty pupils has two. The authorized definition of a "teacher" would appear to be "one who either teaches or who governs or shares in the government of a school." If seven sisters who are in partnership in a school of a score all applied for registration, could or would the Council reject them?

Royal Academy Pictures, 1904. (Price 7s. 6d. Cassell.)

The seventeenth issue of this popular volume well maintains its reputation. The selection has been made with excellent judgment, and the process of reproduction has been improved. To criticize would be to criticize the Exhibition—a task outside and beyond our province. The portrait of the year—Mr. Sargent's "Mrs. Wertheimer" —is a masterpiece even in black and white. The volume includes one picture which is not in the Academy—the withdrawn seascape of Mr. Wyllie.

New School Arithmetic. Part I. By CHARLES PENDLEBURY, assisted by F. E. ROBINSON. (Price 2s. 6d. G. Bell.)

We can heartily recommend Mr. Pendlebury's "New Arithmetic," and hope that, like its predecessor, it will run through sixteen editions. The methods have been thoroughly revised and brought up to date, the metric system takes its proper place among the weights and measures, recurring decimals are treated only by approximate methods, and in general we are led in the way we should go according to the 1902 report of the Mathematical Association.

Η ΚΑΙΝΗ ΔΙΑΘΗΚΗ. *A Greek New Testament.* Prepared by Prof. EBERHARD NESTLE. (British and Foreign Bible Society.)

This text, published in connexion with the Society's centenary, will be a boon to Greek students of every class. It is founded on a collation of the three principal recent recensions—those of Tischendorf, of Westcott and Hort, and of D. B. Weiss. It can be had in various forms and at various prices—from 1s. 9d. (the plain text) to 7s. 6d. (the text with critical apparatus, broad margins, and bound in half morocco). The print is beautifully clear, and the variations are skilfully indicated by diacritical marks.

The Oxford and Cambridge Yearbook, 1904. Part II.: *Cambridge*. (Price 3s. 6d. net. Sonnenschein.)

The second part has followed the first at so brief an interval that we need not again describe the plan of this University Yearbook. We have noted very few inaccuracies. Mr. G. H. J. Hurst is no longer a master at Eton. The Rev. John Sowerby died two years ago. Elliot, John (St. John's College), is now Sir John.

Two Lectures on the Science of Language. By JAMES HOPE MOULTON. (Cambridge University Press.)

These lectures were given at the Summer University Extension Meeting in 1902, and are well worth publication. In fact, we should judge that they are better read than heard; for there can have been few among Dr. Moulton's audience capable of appreciating, still more of testing, all his arguments. Dr. Moulton was a devoted pupil of the

late Prof. Cowell, and Prof. Ridgeway has "passed" the lectures in their present form. This is sufficient evidence of the lecturer's competence. Dr. Moulton confines himself to the Indo-Germanic family. In the first lecture he illustrates the laws of phonetic changes and the evidence of affinities; in the second the evidences that may be legitimately drawn from language as to primitive history.

L'Orgueil humain. Par ERNEST ZYROMSKI. (Price 4 fr. Armand Colin.)

This is the first volume of a projected work on "Human Error," or, regarded from its constructive side, "Le Culte de la Nature," "The Religion of Nature"—something different from what Seeley meant by his "Natural Religion." "The thesis which the author propounds at starting is—All in man that comes from Nature is good; all that comes from man is a divergence from, or a deformation of, Nature." The title does not attract us; it suggests the *opus magnum* of Pisistratus Caxton. Nor are we reassured by finding in the first chapter a glorification of the Vedas and aspirations for a return to the primitive worship of Agni. But the book, though paradoxical and in parts fantastic, is written by a Frenchman, which is almost tantamount to saying that it is not dull, and it has many happy *aperçus* on Rabelais and Montaigne, on the Italian Renaissance, on Rousseau and André Chénier. There is, however, no sense of proportion, and a long chapter on Molière and his doctors is dragged in on the plea that Molière was a student of Descartes. Prof. Zyromski's learning, though real, is partial. He attributes the Epistle to the Hebrews to St. Paul. The only English writer with whom he shows acquaintance is Ruskin. Shakespeare is only mentioned once in passing, and Milton is dismissed with "poésie âpre et violente." Germany fares no better; but as the present volume ends with the eighteenth century, we may suppose that Kant and Hegel, Lessing and Goethe, are reserved for future treatment.

Milton's Poetical Works. In 2 vols. (Price, each vol., 3s. 6d. net. Macmillan.)

This handsome library edition is a reprint of Prof. Masson's text, which, as the editor observes, has stood the test of thirty years. Mr. A. W. Pollard prefixes an interesting bibliographical note, but only in three instances has he seen cause to alter the Masson text.

"An English Garner."—*Elizabethan Sonnets.* Vols. I. and II. (Price, each, 4s. net. Constable.)

The last two volumes of this reprint of Prof. Arber's well known edition of old English classics is enriched by a learned essay on the genesis and history of the Elizabethan sonnet contributed by Mr. Sidney Lee. This is virtually an after-word to Mr. Lee's study of Shakespeare's sonnets in his "Life"; and the same theory, which at the time we disputed—that the sonnets are, in the main, exercises of poetic fancy—is here affirmed and supported. "Many a phrase or sentiment of Petrarch and Ronsard, or of English sonneteers who wrote earlier than he, give [*sic*] the cue to Shakespeare's noblest poems." If we vary the phrase, and say that in Shakespeare's sonnets there are embodied numerous turns of language and similes suggested by his forerunners, we agree, and these volumes fully bear out Mr. Lee's contention.

The Letters and Speeches of Oliver Cromwell. With Elucidations by THOMAS CARLYLE. Edited by S. C. LOMAS. With an Introduction by C. H. FIRTH. (Price 18s. net. Methuen.)

It is close upon sixty years since Carlyle's classical work saw the light. Meanwhile, endless monographs, essays, and studies have appeared, and Dr. Gardiner has not only checked Carlyle's work, but has discovered further documents and digested the whole in his masterly "History." It was high time that the original work should be re-edited with the necessary explanations, corrections, and additions, and presented, once and for all, in a library edition. This is the task that Mrs. Lomas has set herself and performed with scrupulous care and industry. In the letters themselves there were numerous mistakes to be corrected, forgeries to be pointed out, and misinterpretations not a few to be set right. There are, further, in the supplement 145 letters not contained in Carlyle's collection. In a brief but pregnant introduction Mr. Firth relates the genesis and composition of the book, and weighs in impartial scales Carlyle's merits and defects. It is a book that should be in every school library, and its cheapness and lightness (a rare merit in these days) will commend it to the eneral reader.

Items of General Information. By WILLIAM HUGHES. (H. Grant.)

The book is designed "for the use of students, particularly for L.C.C. examinations." Nine-tenths of it consist of definitions of harder words, and the other tenth of common phrases—"red tape," "red-letter day," "reign of terror," and so forth. It may be of use to the young scholar, especially if he fills in discreetly the interleaved pages. The information given is rather meagre. Thus, to take the first page or two, it should surely be stated that *AEI* is Greek, that *amuck* is Malay, that bank holidays are connected with Sir John Lubbock. An agrarian law is not necessarily communistic, and Beefeaters have nothing to do with the buffet.

Practice in Conversational French. By F. S. GROVE and HOWARD WEBBER. (Price 1s. 6d. Blackie.)

This differs from the ordinary conversation manuals in that the French-English dialogues of Part I. are followed by Part II., consisting solely of questions in French, the answers to which can be constructed from Part I. There is also a Part III. (which seems to us superfluous), of English questions requiring fuller answers. The conversations, though not brilliant, are sensible and practical, and the French is idiomatic. On page 80 *planté* must be a misprint for *planter*. "Plus on est de fous, plus on rit" is hardly the equivalent of "the more the merrier," nor is "L'eau va à la rivière" "to carry coals to Newcastle."

Dictionary of Names, Nicknames, and Surnames of Persons, Places, and Things. By E. LATHAM. (Routledge.)

A useful supplement to the ordinary dictionary or cyclopædia, giving in briefest form the sort of information that La Rousse supplies to French readers on a vast scale. Of course, in a first edition, there are numerous omissions. Here are a few that a cursory glance has revealed: among clubs—the Rag, Grollier's, the Apostles, the Cocked Hats; among sects and parties—Whole Hoggers, Christian Scientists, Faith Healers, U.P.'s. There are, too, some superfluities. Who does not know the date of the French Revolution? Who knows, or wants to know, that Deforge was called by Voltaire "the French Tibullus"?

Italian-English and English-Italian Dictionary. By HJALMAR EDGREN, Ph.D. (Price 15s. George Bell.)

While scarce a year passes without some new French dictionary and there are at least half-a-dozen trustworthy German dictionaries among which the English student may choose, there has hitherto been not a single Italian dictionary that we could recommend to inquirers. The reason is not far to seek. Italian, as far as English schools are concerned, is a dead language, and there is no great prize to tempt publishers to enter this competition. The present work comes to us from the Far West. Dr. Edgren was sometime Professor in the University of Nebraska; and he was assisted by Mr. Gerig, an instructor in the same University. Dr. Bico, of the University of Rome, has also collaborated. As we shall have something to criticize, let us say at once that it is a vast improvement on Millhouse—the dictionary that has hitherto held the field. It contains far more words and is better arranged. Words are grouped etymologically—and, with a language so rich in derivatives as Italian, this is well; but it would have been better to let the root word head the paragraph. To find that *sasso* (Latin *saxum*) means "stone" we have to begin with *sassafrasso* (English *safras*) and thread our way through *sassaia, sassaiola,* &c. In the Italian part the phonetic script is almost wholly superfluous. What is the good of indicating in each case the pronunciation of *c* and *ch* when sign and sound uniformly correspond? "Space for idioms has been economized in favour of a large vocabulary." An Italian could get on well enough without "hydrostatically," "sabulosity," "salsuginous," and dozens of words that are confined to the dictionary; but he would be puzzled by everyday idioms such as: "I take it," "to lie low," "to brazen it out." In the Italian-English part we find, instead of the obvious idiomatic equivalent, a feeble periphrasis. Thus: under *gatta*, "to call things by their right name," for "to call a spade a spade"; "to be in great confidence with a family," for "tame cat"; "neither one thing nor the other," for "neither fish, flesh, fowl, &c." We fail to find *altro* as an exclamation, *accidente* as a swear-word, *a mano a mano, altrucco, anzi tutto.* In the matter of vocabulary the dictionary has not been brought up to date. Radium is perhaps too recent a discovery; but it is strange that household words such as "motor-car," "typewriter," "torpedo-boat," "rations" should have been overlooked.

(1) *Examination Papers on Thucydides.* By T. NICKLIN. (2) *Examination Papers on Vergil.* By W. G. COAST. (3) *Examination Papers on Horace.* By T. C. WEATHERHEAD. (Price, each, 2s. Methuen.)

These are straightforward papers, such as are set, for instance, in the College of Preceptors examinations—three or four passages averaging ten lines to translate, a question on single lines to be annotated, and one on allusions, grammar, &c. In the general papers at the end there are useful references to standard books.

Descriptive Geography from Original Sources: Australia and Oceania. By F. D. and A. J. HERBERTSON. (Price 2s. 6d. A. & C. Black.)

This is the very book we, as teachers, have often desired—a companion volume to the ordinary school geography—to put into the hands of pupils who are studying this continent. It will give a living interest to the subject, and, if it could be illustrated by lantern-slides, form the basis of an ideal lesson.

Dr. Cornwell's School Geography. Ninetieth Edition. With numerous Revisions and Additions by BEN JONSON. (Price 3s. 6d. Simpkin, Marshall.)

In this Memorial Edition information has been brought up to date. the section on "Mathematical and General Physical Geography" has been enlarged, and a chapter added on "Commercial Geography." Seeing that it has thirty-six coloured maps and nearly twice as many

uncoloured, the price is wonderfully low. We greatly prefer the black-and-white to the coloured maps, which have an unpleasant stripy look. An index would add greatly to its usefulness, and would make it an excellent book of reference.

"Books on Business."—(1) *The Business of Insurance.* By A. J. WILSON. (2) *The Electrical Industry.* By A. G. WHYTE, B.Sc. (3) *The Automobile Industry.* By G. DE HOLDEN-STONE. (Price 2s. 6d. each net. Methuen.)

These comprise the fourth, fifth, and sixth volumes of the series, each written by an acknowledged expert. In the preface to (1) Mr. Wilson says: "My doctrine is that every man ought to insure his life the moment he arrives at a period or a position when his responsibility extends over the lives of others"; and, later, besides putting forward the arguments in favour of this "duty" in a clear and convincing manner, he discusses the points of how, when, and where to insure. He is in favour generally of the "endowment" form of life policy, raises a warning voice against the evils of over-insurance—we prefer the word "assurance" in connexion with life—and very properly, we think, gives the preference to "home offices," *i.e.*, those whose head-quarters are in the United Kingdom. The various risks attending the business are pointed out, and practical suggestions made with a view of helping a proposer to choose among the best life offices. There are chapters devoted to marine, fire, and miscellaneous insurance.

(2) deals with electric light and traction (with chapters on the history of each) and electric power and electrical engineering generally, concluding with some interesting remarks on the future of the industry. The question of the "vanishing horse" has been already mooted, and there seems very little doubt that a few years hence will see the disappearance of the term "carriage-folk" in the sense in which it is now used: will it be replaced by "car-folk" or "auto-folk"?

The author of (3) has, we think, thoroughly succeeded in his object of "giving an intelligent idea of the constitution of various motors," and the book will "serve as a guide to purchasing in the first place, to driving with good results in the second; and, thirdly, to avoiding breakdowns or needing repairs." The unavoidable technicalities in (2) and (3) are made clearer by illustrations and diagrams, and each of the three volumes is provided with an index.

We have received from Messrs. W. & A. K. Johnston their *Simplex Wall Atlas of the British Empire.* This consists of six sheets mounted on cloth, each 36 by 30 inches, fastened to one roller. The set is supplied with iron hooks for attachment to the blackboard. It may also be suspended by cord in the usual way. There are two maps on each sheet, boldly drawn and coloured and admirably designed for test purposes, the names being too small to be read by the class at the ordinary distance. This atlas should provide a most useful aid to geographical teaching. The price is 21s.

Messrs. Nelson & Sons' *Royal Wall Atlas*, No. VII., illustrates the geography of Africa: physical, political, and industrial. It consists of ix coloured maps on stout paper (about 3 feet square) and fastened o one roller. As combined teaching and test maps they are well lesigned and executed.

The Addison Publishing Company, of Buchanan Buildings, Holborn, ave issued a series of Artistic Pictures in frames for school decoration. hese have been selected from the lists of the Autotype Company and ther high-class publishers, and are sold at a price which should bring iem within the reach of the majority of our schools. The framing has een carefully studied so as to set off each picture to the best advantage. he prices vary from 5s. to 27s. net. The carrying out by a business rm of the movement started some fifteen years ago by the Art for chools Association shows that the gospel preached and practised by r. Thring—the duty of making the school a place of beauty, no less an of work—is fast spreading.

BOOKS OF THE MONTH.

Classical.

ngmans' Latin Course. 3s. 6d.

e Characters of Theophrastus. By J. M. Edmonds and G. E. V. Austen. Blackie, 4s. 6d.

pus Poetarum Latinorum. Fasc. IV. By J. P. Postgate. G. Bell, 9s. net.

mination Papers: Horace, by T. C. Weatherhead; Thucydides, by T. Nicklin; Vergil, by W. G. Coast. Methuen, 2s. each.

Drawing.

son's New Drawing Course. Teacher's Handbook. By J. Vaughan, 2s. 6d.

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mbers's Twentieth Century Geography Readers. Book V. 1s. 6d.

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4.—London University Intermediate Medicine Exam. begins.
5.—King's College, London. Names of Candidates for Scholarships, &c., to be sent in.
6.—Canterbury King's School Entrance Scholarship Exam.
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11.—London University Inter. B.A. and Inter. B.Sc. Exams. begin.
11.—London University Preliminary Science (M.B.) Exam. begins.
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13.—Victoria University, Manchester, Preliminary Exam. in Schools.
13–25.—Oxford and Cambridge Schools Examination Board's Higher Certificate Exam.
15.—Army Com. Compet. Exam. for Militia. Return forms.
15.—Post Translations, &c., for *The Journal of Education* Prize Competitions.
18.—Oxford Local Exam. begins.
20–25.—Oxford and Cambridge Schools Examination Board's Lower Certificate Exam.
21–23.—Surrey County Council Maintenance Scholarships Exam.
22.—Post School News, items for this Calendar, &c., and Advertisements for the August issue of *The Journal of Education*.
25 (first post).—Latest time for receiving urgent prepaid school and teachers' advertisements for the August issue of *The Journal of Education*.
30–31.—Bristol City Council Scholarships Exam.

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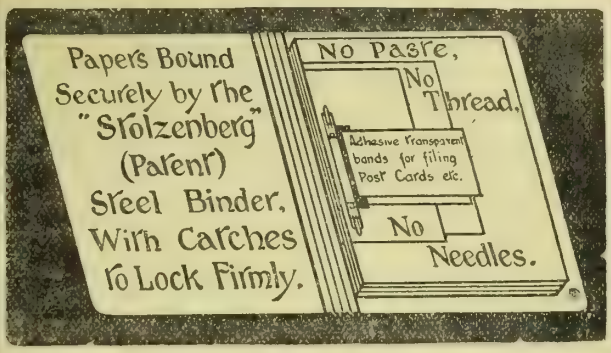
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ANNUAL REPORT OF TEACHERS' REGISTRATION COUNCIL.

THE Report of the Teachers' Registration Council for 1903 was a week or two ago issued to the press. It is dated February 13, and why there should have been a delay of over four months in publication is one of those mysteries of officialism which will never be revealed.

The statistics are already out of date, and for Column B we can substitute the numbers up to May 31. On that day 8,420 applications had been received, and 5,913 teachers had been placed upon the Register. It is interesting to note that the numbers of men and women are nearly equal. As to Column A, we learn that by the beginning of the year about 75,000 names had been supplied by the Board, and that an additional list of some 5,000 had been prepared in the Council's office; but it is pointed out that of these 80,000 names 10 per cent. will have to be eliminated by reason of death, marriage, &c., and that 800 new names will have to be added as the results of the 1903 examinations.

It will be no news to teachers, but we hope that this Report will open the eyes of the public and of Parliament to the fact that we are no nearer a Register of Teachers as ordained by the Board of Education Act of 1899 than we were when that Act was passed. The Registration Council has, it is true, in accordance with the Order in Council of March, 1902, formed a provisional list of teachers in secondary schools, and it has (on cards) another list of 80,000 teachers (pronounced already out of date) qualified for Column A; but it has not even begun to prepare *the* Register of Teachers "in which the name of every teacher shall be set forth in alphabetical order."

Who is responsible for this untoward delay? The Council plead that they are powerless in the matter, and lay the whole burden on the Board of Education. As it is with the sanction and approval of the Board that the Report is published, we may take it that the Board accepts the responsibility; but it hints that, in the last resort, the Treasury (that is, the Government) is alone to blame. Sir John Gorst, when the question was before the House, answered recklessly that the Register would be self-supporting. Experience has shown that his calculations were all astray, and it needed no prophet to foretell that the

cost of framing, maintaining, and publishing annually a list of a hundred thousand teachers could not reasonably be borne by the guinea fees of less than ten thousand. The Registration Council are content to point out the facts without suggesting the remedy. Till they receive the permission of the Board to print the Register—which has up till now been refused—they observe that no sufficient purpose would be served by amalgamating the two lists of Columns A and B.

We will not here repeat what, in our opinion, is the obvious remedy; our immediate concern is the official confession that the present scheme is a *fiasco*. It has not worked, and cannot be made to work.

There is another matter of minor importance whereon straitened finances have prevented the Board from carrying out their own Order. It is ordered that fees for attendance at meetings, as approved by the Board, shall be paid to members of the Council. For the first year the Council agreed to waive their fees. Last year application for fees was made to the Board, and refused, on the ground of lack of funds. The observations of the Council on this point are worth quoting:

> The work of registration cannot be efficiently or satisfactorily performed except by a professional body representing the profession in all its branches, and including, therefore, a large proportion of acting teachers. It is only a body so constituted (whose services ought not to be gratuitous) which could possess the knowledge and experience necessary to decide nice points of professional status and honour, which will remain over even when the years of grace are past and the work of the Registration Authority has become mainly of a routine character.

We may add two remarks which the Council, as an interested body, were doubtless restrained from making. First, we have no doubt that the analogy of the Medical Council is a sound one, and that to secure the best representatives of teachers they must be paid. Secondly, unless the conditions of registration are radically remodelled, the present refusal of the Board means a refusal for all time. Owing to the indefinite postponement of publication and to the numerous entries in Column B, which, even should the Register prove increasingly attractive, can obviously not continue at the past rate, the Registration Fund can never stand at so high a figure as it does at present.

By far the most important event of the year is the addition to the Order of Reg. 5 (2) (*b*)—the "long-service" clause—"removing the barrier to Registration which excluded a number of efficient teachers of long standing who fell short of the academic qualifications necessary under the original Order." The Report deals at length with the difficulties that the Council have experienced in satisfying themselves as to the required condition of "ability to teach." The Council proposed to appoint inspectors for the purpose. The proposal, as our readers are aware, fell through, being rejected on the score of expense, and we need not, therefore, discuss it. The present arrangement, by which the task of testing ability is delegated to Universities and other authorized bodies, seems to work smoothly and satisfactorily.

A fundamental point is raised incidentally by this new regulation, and, though it has been temporarily shelved, it will have to be decided before the supplemental Registers can be started. Elsewhere in the Order a teacher is defined—he must have taught in a school—but in this clause there is no such definition. The only restriction is that the teaching must not have been in an elementary school or of an elementary character. It follows that, under this clause, not only private tutors and governesses, but college tutors and University professors, are admissible to the Register, if they can show ten years' service. This is an anomaly that was evidently not foreseen by the framers of the clause, and it has been met by the *cy-pres* rule. But it is obvious that, if the Supplemental Registers are confined strictly to school teachers, the most eminent teachers of special branches—the professors at the Royal College of Music the teachers at the Slade School of Drawing, for instance—will find themselves excluded, and these Registers will be discredited. Yet the Register must be homogeneous, and the only alternative is to enlarge the scope of the main Register.

A paragraph of the Report is devoted to the peculiarly hard case of kindergarten teachers, and the Council recommend that they should form a separate class in the Supplementary Register. This solution has been repudiated by the Froebel Society. To our mind, they are a crucial instance of the illogicality of the present bifurcation.

We will cull, in conclusion, a few details of interest. Under "exceptionally qualified teachers," there were in 1903 three entries—Mr. C. Cookson, Mr. F. J. Haverfield, and Mrs. A. Turner. The total of schools submitted for recognition up to the end of the year was 2,634; of these 1,954 were recognized. For purposes of training 14 schools were recognized. "Very few persons" paid their shilling fee for consulting the Register; if we may judge from our numbered receipts, not half-a-dozen. The table of attendances of members of Council is highly meritorious—185 out of a possible maximum of 238 at Council meetings, and 144 out of a possible maximum of 190 at Committees.

COLONIAL AND FOREIGN NOTES.

AUSTRALIA.

MELBOURNE UNIVERSITY REPORT.—DRASTIC CHANGES IN SYSTEM AND CONSTITUTION.—MODERNIZED LANGUAGE TEACHING.

On May 10, after exhaustive investigations stretching over nearly five years, the Royal Commission on the University of Melbourne, presided over by Mr. Theodore Fink, M.L.A., presented to the Governor of Victoria a report of a most far-reaching and revolutionary character. The Commission had its origin in the defalcations of the University acting treasurer, Mr. Dixon, and the alarming incompetence in administration which their discovery revealed. Its extended work, however, was due to the desire exhibited in Victoria for a complete reorganization and modernization of the University from top to bottom. The Commission recognized the importance of this second cause of its existence; so, having recommended that £28,000 be spent on new buildings and equipment, that a permanent State endowment of £24,000 a year be given to a reorganized University, and that responsibility be assumed for the deficiency of £33,000 caused by the Dixon frauds, it applies itself in its report at once to revolutionary proposals touching the management of the University as a corporation and the general scheme of University education. It proposes to give the University Council sole legislative power, enabling, however, the Senate to elect the Chancellor and Vice-Chancellor or Provost, and twenty members of the Council. It places the main burden of administration on the professors, who are to be *ex-officio* Councillors. The Senate is enlarged so as to include all graduates, female and male, Bachelors or Masters. A Chair of Pedagogy is recommended; and the granting of University degrees in teaching, carrying with it the registration of all teachers and the provision of free facilities for elementary teachers to attend the University, is insisted on. At least fifty exhibitions for clever children of the poor are desiderated.

With respect to secondary education the Commission recommends: (1) a voluntary system of inspection of secondary schools by the University, such inspection to relate to methods of teaching, discipline, extent of subjects taught and character of educational methods generally. (2) Conferences between head masters of secondary schools, Director of Education, the Principal of the Training College, and the Professorial Board. (3) The establishment of a senior or leaving examination as a test of secondary education. [Distinct from Matriculation, which is made a real entrance examination for the University in certain branches of study.]

An important scheme of modern language teaching in secondary schools is put forward in connexion with this part of the Report. The Commissioners say: "(1) We recommend that there should be a preliminary examination, which should be optional, conducted by the University, aided by the Director of Education and the Principal of the Training College, and should consist of the examination of pupils at, say, fourteen years of age, in the elementary work. In this examination pronunciation and easy elementary oral work should be essential. This would entirely prevent the system of cramming adopted by those who merely take up a language shortly before matriculation and learn just enough to pass. (2) That there should be a further examination for pupils at, say, sixteen, to about the fifth form of an ordinary public school. Here also oral work should be essential as well as written. (3) That there be two examinations in modern languages: one a matriculation examination for intending University students, and a University commercial examination, examining up to, say, eighteen, with the same provisions as to written and oral examinations; either of these to be in lieu of (2). (4) That all University examinations in these subjects should include oral examinations, and some of the junior lectures, and a considerable portion of the senior, should be delivered in the language taught."

UNITED STATES.

Of Doctors of Philosophy.

The *Columbia University Quarterly* has been investigating the extent to which, and the circumstances under which, the degree of Doctor of Philosophy is conferred by the American Universities. It is a sub-

ject that has long had interest for us, and we may be allowed to extract from the *Quarterly*'s article the statistics and a paragraph of comment :

Number of Ph.D. Degrees granted in the U.S.

	1873	1884	1889	1894	1895	1896	1897	1898	1899	1900	1901	1902
On Examination.....	25	28	121	233	234	239	227	304	325	342	343	266
Honorary	17	36	50	3	34	27	30	15	11	23	35	9
Proportion of Honorary to Regular Degrees in per cent.	68	128	41	14	15	9·5	13	5	3·5	7	10	3·5

"The worst offenders [in granting honorary degrees] have been the smaller denominational colleges in the West and South-West. In 1901, for instance, the worst of recent years, Santa Clara College, Cal., gave seven such honorary Ph.D. degrees, and the American University of Harriman, Tenn., gave nine. Neither in 1901 nor in 1902 did any one of the institutions that gave the degree on examination bestow it as an honorary degree. The conditions, however, are not, on careful scrutiny, found to be as favourable as this statement would seem to imply. Many of the institutions which claim to award the degree for work actually performed advertise conditions so absurdly lax that the degree is, in fact, no better than an honorary, or rather a gratuitous, one. One institution, which grants it for a very moderate amount of rather elementary reading done *in absentia* (terms on application), makes the requirement that the examination to be taken must be held 'in the presence of a clergyman.'"

It is, of course, against the honorary, not the regular, degrees that the crusade in the United States and England is directed. "Doctors of Divinity" are more numerous than "Doctors of Philosophy," being found in abundance—we say it with regret—among our dissenting clergy. The title of "Doctor of Dental Surgery" is bestowed, as we are informed, by private institutions; in Germany and some other countries the use of it is prohibited by law. As to the "Doctors of Philosophy," an examination of the statistics confirms a suspicion that we have always entertained: the vendors of these degrees are often mere impostors, and their diplomas have no real connexion with any University. A purchaser may be trusted not to cast doubt on the validity of his own qualification. But what a strange illustration of human vanity the whole business affords! If Mr. Shilleto was content to be Mr. Shilleto, Mr. Jones might be content to remain Mr. Jones.

Churchyards as School Gardens.

A beneficent change has been wrought in London by the conversion of disused burial grounds into places of resort. An extensive scheme of this sort is being carried out in Indiana, where, at Delphi, a large cemetery is to be turned into a city park. But part of the space is to be reserved for the children to cultivate. On the north side of the park will be vegetable gardens, to each child being assigned a plot six feet square. On the east will be a nursery, planted with various kinds of fruits. Moreover, in the park the little gardeners will study the habits of birds and insects, whilst its flowers will furnish the material of their botany lessons. Our churchyard pleasaunces have their value, but that value might be increased. The joy of use exceeds the pleasure of contemplation.

The Education of Women.

There is some fear in America that the education of women is too exclusively intellectual. The annual luncheon of the *alumnæ* of Packer Collegiate Institute on May 7 was marked by protests against over-education of women. President Bachus, of the Institute, talked on the growing "intemperance in education" for women, caused by the high requirements for entrance to colleges for women. He made a plea for a reaction against the sedentary life in the public and private girls' schools in New York City. At the recent convention of the International Kindergarten Union the chief question discussed was: "Has not the time come when education should prepare for parenthood?" The principal address was delivered by Mrs. MacLeish, of Chicago. "With the spiritual education of the child," she said, "should be given an understanding of the practical necessities of hygiene and physiology, as well as a knowledge of home-making and home-keeping." It is clear that any education would be bad that unfitted a woman for the functions of motherhood and for domestic life. But those who have been practically engaged in the work of education are more sceptical than theorists as to the dangers of over-stimulation of the intellect. Cases of it are not so numerous as have been supposed—either in women or in men.

Greek in Wisconsin.

A writer in the *School Review* on the subject of "Greek and Latin in the High Schools of Wisconsin" begins by informing us that Greek in Wisconsin is almost as are snakes in Iceland. "The entire question of Greek in the high schools of Wisconsin can be dismissed with very few words. There is very little Greek taught in the State in the public schools. In 1901–2, out of a total of 19,965 pupils attending these schools only 138 were taking Greek, and of this number 87 were found in one city alone. Several schools which a few years ago reported small classes of from 2 to 6 or 8 taking Greek last year reported none."

It may seem that under these circumstances he might have allowed one half of the subject to drop. But in the course of his article he has much to say on the subject of classical teaching in general. He emphasizes well the demand of modern pedagogy for *Anschauungsmittel* in classical instruction. The bad teacher, he informs us, is willing to go on, year by year, without equipment; but in some institutions the supply is adequate. At Ripon College hundreds of illustrations—photographs and slides—are used, and those who intend to give instruction are drilled in the best ways of imparting it. Although the quotation in somewhat long, we venture to cite his remarks on the position in Wisconsin :—

Aids to Classical Teaching.

"The trouble is with the teacher. Almost any one 'can hear a recitation.' The number that really teach is not so large. The difference is fundamental. Were we to grant—which we cannot do—that all the teachers are able to do the drill and grind of our own school-days, that would not be enough. Such methods will not do to-day. Science teaching is no longer text-book grind. The boys and girls want to see and handle the things of which they read. They want to try for themselves the experiments which their authors say can be performed. They want to prove the statements of the book. It is a natural method. If the language teachers of the schools are to get and keep the respect of their pupils, they must have similar methods. They must be able to picture to their pupils the ancient city where Cæsar and Cicero and Virgil and Sallust lived and wrote, and they must be able to picture the life of the times. I do not blame the boy in the Cæsar and Cicero classes for becoming restless and muttering 'stuff,' as he leaves the class-room, if there is never anything but drill upon verbs, moods, and cases. He reads of a *forum*. He would see it if there is or was such a thing. He would like to know its size and shape, and a lot of its history, and have before him something that will help him to reconstruct for himself those scenes. He would like to know whether any part of it remains to-day. If so, what, how does it look, &c. In the great majority of cases the teacher cannot tell him. She does not know. She may have read the notes and introductions of one or two editions of her author, but she by no means fully comprehends them. She could not step to the board and draw an outline of the *forum*. She could not sketch the Seven Hills and the Tiber. She could not tell many of the stories of the early days of the city; much less tell of its founding and extensions and fortifications. These things the boy wants to know, but the teacher cannot tell him. The boy, when he reads Virgil, would know what sort of a house the people lived in in those days. He would have its outline before him, and the various parts explained. He would see some of its furniture; their wall paintings and mosaics; the people in the house, their dress, &c. These things he would know. But the teacher cannot tell."

The National Educational Association.

Possibly there is something to be learned even from Wisconsin; but we leave the topic. Ending this note, we remind those of our readers who may be going westward that the National Educational Association meets this year at St. Louis. If they have not yet gone, they will not be in time for the gathering, but they may still hear experts discourse on the educational exhibits.

FRANCE.

The Mixed Congress again.

The Mixed Congress—the partial failure of which was reported in our June number—continues to be the subject of animated discussions. It was intended that 250 secondary teachers should meet 250 primary; in point of fact, only 75 of the former joined 194 of the latter. Certainly, there seems from the outset to have been a lack of enthusiasm on the part of what we may call—meaning no offence—the higher teachers. As to the cleavage at the meeting, recriminations are still loud. Keeping clear of them as from the business of others, we consider the educational product of the Congress; for a product it yielded, in spite of its troubled course. An important series of resolutions expressed the belief of French schoolmen in the oneness of education :—"(1) It neither the end nor the effect of education to create or maintain distinct social classes; (2) there ought to be not several orders, but successive and continuous stages, of education; (3) these different stages should be open to all, according to the aptitude and attainment of the pupil; (4) there is but one method of education, its modifications being such only as are imposed by the age of the learner; (5) this method is anti-dogmatic, critical, positive, and calculated to stimulate free inquiry; (6) it should render the mind of the pupil accessible to all the discoveries of positive science; (7) he may, without fear, be allowed to approach the whole field of science, not excluding political, economic, and social science."

Theory and Practice.

It is always easier to make formulæ than to apply them, and it was about the practical application of its principles that the Congress engaged in the fiercest strife. A proposal of great significance is receiving support in France: it is to abolish the elementary classes of the *lycée* and to transfer the work of them to the primary school. This would, indeed,

give stages, not orders, of education—an unbroken ladder from the base to the summit of learning. But social prejudices are not yet extinct among our neighbours; and, if they were, the existing hostility to the Church would furnish a handsome equivalent for them. Suppress the elementary classes of the *lycée* and thousands of children, it was urged at the Congress, would flock to the *collège congréganiste* rather than attend the lay primary school. Finally, it was agreed that the whole question of *l'égalité des enfants devant l'instruction* should be studied at the next meeting, when, with parties more evenly balanced and tempers less ruffled, a decision may be come to upon the projected reform. Not that the schoolmen, even if they are of one mind, will get their way without a struggle; but unanimity would give them a power almost inconceivable by the English mind. The Frenchman honours his schoolmasters and assumes that they know their business.

Suppression of the Concours général.

A change, not having like that contemplated change of which we have been speaking, wide social consequences, but instructive enough as to the progress of opinion in France, has already been effected. The *Concours général*, or competition among the higher schools of Paris and Versailles, established at the beginning of the last century and a fondly cherished institution, has been abolished. Why? It stood in the way of the modernizing of the school. The *Conseil supérieur* decided that it could be only injurious to instruction in philosophy, history, geography, mathematics, modern languages, and science; that it was serviceable to none but the students of Latin, Greek, and French; and that, therefore, it must go. Strange to say, it dies almost unmourned, although its young laureates were once social heroes and their works deemed worthy of the press. The suppression is (to speak plainly) another step in the gradual extrusion of the old humanism from the school.

Centenary of Sainte-Beuve.

This is a time of many celebrations. It will be a hundred years ago next 23rd December that Sainte-Beuve was born at Boulogne-sur-Mer. The *Journal des Débats* thinks it were well to mark by some act of public homage the centenary of the great writer who was on its staff for some fifteen years, and who remains the most delicate literary workman of the nineteenth century. A committee has been formed, of which M. Gaston Boissier has accepted the honorary, M. Brunetière the active, presidency, to consider the best means of celebrating the memory of the illustrious critic.

UNIVERSITIES AND SCHOOLS.

BEDFORD COLLEGE FOR WOMEN.

The following appointments have recently been obtained by students of the Hygiene Department:—Miss H. Bideleux, Assistant Superintendent and Teacher of Hygiene to the Women's Department, Battersea Polytechnic; Miss K. E. Griess and Mrs. Lamont, Lecturers in Hygiene under the West Riding County Council; Miss I. Whitworth, B.Sc., Sanitary Inspector to the Borough of Lewisham.

Two open scholarships, one of the value of £15 and one of the value of £10, each for one year, will be offered in October, 1904, to candidates holding a degree or equivalent in Arts or Science who intend to enter for the training course. Application should be made not later than July 8, 1904, to Miss Robertson, at the College.

WESTFIELD COLLEGE.

On Saturday, June 18, at the annual garden party, the recently erected library and lecture rooms were formally opened by Sir Arthur Rücker, Principal of the University of London. Among those present were Miss Dudin Brown (foundress of the college), Miss Hurlbatt (Principal of Bedford College), Dr. Heath (Director of Special Enquiries, Board of Education), Mr. Leadam (Creighton Lecturer, School of Economics), Mr. Hartog (Academic Registrar), and Mr. Percy Wallace (Secretary to the Senate). Mr. Master, Treasurer of the College, in welcoming the Principal, spoke of the pleasure the Council felt at the completion of the new library, which was due to the generosity of Miss Dudin Brown, the late Mrs. Alexander Brown, and other donors, and announced that a further extension of the college buildings would shortly be begun. The Principal expressed his pleasure at the result of the efforts made by the Council to provide an adequate library, and congratulated the college on the share it is now taking in the work of the University. One half of the total number of students are at present reading for final examinations, and one quarter for Honours. He dwelt on the advantage to students of life in a residential college, as a means by which the fundamental object of a University—that of bringing together competent students and competent teachers—can be best secured. He emphasized the fact that the reconstituted University of London stood alone in the share it gave to women in its organization, and that it aimed at concentrating the resources of London so as to help on the educational movement which is one of the most prominent features of our time. In conclusion, he congratulated the college on the work it was doing, and wished it every success.

OXFORD.

The last month of the Summer Term is always, for residents, a time at once of great interest and of almost overwhelming pressure; and this year special circumstances have combined to increase both. Besides the regular routine work, the extra tasks involved in winding up the term and the academic year, the great inrush of visitors from the Boats Week to Commemoration, the meetings, public dinners, concerts, and functions of all sorts which bring interesting persons to Oxford, the special lectures which are naturally fixed for the time when audiences are large—besides these annually recurring events, we have had this year the Historic Portraits Exhibition; the Classical Association; the Theological Convocation debate (already described); the exhibition of the "Oresteia" (in Mr. Morshead's translation) at Oxford, and Mr. Murray's "Hippolytus" in London, witnessed by a large number of Oxford men, as well as the general public; and last, but not least, the first Encænia of the newly installed Chancellor, Lord Goschen, with all the extra gatherings and shows inseparable from such an exceptional celebration. Many, if not most, of these incidents have been reported in the papers, and the most that your readers require, or your space permits, is a few brief comments on some points of educational interest, whether included or not in the foregoing catalogue.

Classical Association.

As to the Classical Association meeting, the general view appears to be that the formal and ceremonial part was well arranged, interesting, and successful; while in the afternoon discussion, in spite of an instructive speech by the opener, Mr. J. W. Headlam, and a few suggestive contributions from subsequent speakers, the practical harvest was scanty. We agree that this was so; but we do not see how anything else could be expected. The Association is new; its objects, if excellent, are necessarily vague; there are burning questions afoot, which (with best intentions) could hardly escape being referred to; the time was very limited, and the subject, "The Teaching of Latin," is obviously wide. Every one who has organized a discussion knows that under these conditions the discussion must, at least, be experimental, tentative, desultory; that, if (as was the case) different points of view, ideals, aims, difficulties, details are briefly touched on, some progress has been made, and more result, in less than two hours, could not reasonably have been looked for. The main interest lay in the morning's opening ceremony, and especially in Mr. Mackail's brilliant and delightful paper. Whether by accident or design, three of the main ideals concerned in classical teaching were touched in the three opening speeches—the ideal of research, in the Vice-Chancellor's address; the ideal of the teacher's aims, in Prof. Ramsay's speech; and the ideal of the inspiration of literature, in Mr. Mackail's paper. To insist on the need of all three, to give each its due, to harmonize them in practice—what better and broader aim could be put before the new Association on the day of its birth in Oxford?

Greek Plays.

The exhibition of Greek plays in English is a novel experiment, and many of us have long thought that on all grounds it was desirable that what has been for years past successful in Germany should be tried in England. Since Jowett's great experiment at Oxford twenty years ago, when the "Agamemnon" was given (with Robert Browning in the audience) in Balliol Hall, the Greek tragedy has been constantly revived in Universities and schools; and the beneficent result to education has been even greater than most people are aware of. There is, of course, a serious loss in translation, however good; but the gain, in reaching a far wider public, is much greater than the loss. Both should be tried; and we hope the "English" experiment has come to stay. Mr. Morshead's translation of the Trilogy is certainly one of the best; and, though, in spite of curtailments, the long delays in the "Choephoroi" are obviously trying to that part of a general audience which is not familiar with Greek, the effect and the success were undeniable. Still more striking was Mr. Murray's "Hippolytus," partly from the freer and more brilliant translation, largely from the greater *kinship* of Euripides with the modern spirit in many ways. Perhaps from the same causes it was also better acted; and anyhow the tragedy made undoubtedly a great impression. We hope to see Sophocles added to the list—if only Mr. Murray would translate for us the "Antigone" or the "Œdipus Tyrannus."

Somerville Library.

One of the most interesting of the numerous public functions of this term was the opening of the new Somerville College Library (on June 11) by Mr. John Morley. The new library is a fine building connecting the two separate halls; it was built by Mr. Champneys, and was opened in the presence of a large gathering of old students and many Oxford friends. It was a great satisfaction to all present that the Vice-Chancellor (who has always been a warm supporter of women's education) consented to attend the ceremony (with the Proctors, the pokers, and all official

paraphernalia). After the ceremony the students acted a masque, written for the occasion by Robert Bridges, on "Proserpine." The *loggia* of the new library was converted into a stage; the audience (700) sat on chairs in the garden; and Proserpine and her maidens plucked real flowers from the beds to which the steps of the stage descended. It may be hoped that the text of the masque, which is full of beautiful poetry and suggestion, will shortly be accessible to the public.

Medical Council.

On the last Convocation of term (June 21) an election took place of a University representative on the General Medical Council under circumstances which require a word of comment. The Council has decided to promote a Bill in Parliament requiring that any one who seeks a licence to practise should have been registered as a medical student by the Council for at least five years. If carried, this Bill would enable the Council to refuse registration, and therefore the licence, to students from Oxford, unless the University accepted its control over the details of all the examinations necessary for an Oxford degree in Medicine, including preliminaries taken by many other students. It is obvious that the University could not surrender such control to an outside body; and, as the sitting representative (Dr. Payne) had expressed approval of such a Bill, it was natural that his reappointment should be contested. Dr. Payne, it is true, has since said that he had no wish that the Council should interfere with the University's control of its own examinations; but clearly the University must consider rather the powers to be conferred by the Bill than the "wishes" of one member, especially as the Council has in the past shown tendencies which threaten such control. Accordingly Prof. A. Thomson, of Exeter College, was nominated in opposition to Dr. Payne; and on Tuesday, June 21, was in Convocation elected by 99 votes to 20.

Compulsory Greek.

To the disappointment of many persons interested in the Greek question, the long-expected Statute has not (up to the date of writing) appeared in the *Gazette*. It is understood that there have been many difficulties (under the exceptional pressure above explained) in finding times for the meeting of the Committee. Though, no doubt, the framing of a Statute embodying the resolutions carried (by so small a majority) is a task requiring the greatest care, yet the delay has already been considerable; and it is earnestly to be hoped that it may still be possible to draft the Statute in time to allow of consideration before the University meets again in October.

English Literature Professor.

There has been further delay in the appointment of the English Literature Professor, owing to the lamented death of Prof. York Powell, who was one of the electors. The vacancy has now been admirably filled by the appointment of Mr. Firth; and it is understood that the Board has already held a meeting. Further rumours have reached us of some delay in the election, and even of private efforts being made to raise still further the honorarium of the post. This would seem to point to a desire on the part of the Board to go outside the applications received; but nothing is certainly known.

W. T. Arnold.

Wide-spread regret has been caused by the death (May 29) of Mr. W. T. Arnold, grandson of Dr. Arnold of Rugby, a man of rare gifts, and much beloved by a large circle of friends. After a distinguished career at Rugby and Oxford, he joined the staff of the *Manchester Guardian*; and there were no abler writers among the many who have given that paper its high place in English journalism. To the last, whenever his long and painful illness allowed, he continued his historical and literary studies; among which may be mentioned, besides various reviews, an edition of his grandfather's unfinished work on the Roman Commonwealth, some striking letters to the *Spectator*, and a most interesting article (contributed last year to the *Century Magazine*) on his father, "Thomas Arnold the Younger."

Appointments.

The following announcements have been made:—

Representatives: at the Teutonic Congress of St. Louis (September 16)—Prof. Macdonell; at the Basle Congress on History of Religions (August 30)—Mr. H. Balfour, Curator of the Pitt Rivers Museum. Delegates: (1) for nominations to Benefices—Dr. Pope (Censor of Unattached Students), Right Rev. Bishop Mitchinson (Master of Pembroke), Rev. W. Warner (Christ Church), J. Wells (Wadham); (2) for the instruction of candidates for Army commissions—Prof. Oman (All Souls'), A. K. Slessor (Christ Church), E. S. Craig (University), Mr. C. B. Heberden (Principal of Brasenose); (3) of the Common University Fund—Mr. E. A. Armstrong (Queen's), *vice* Prof. York Powell. Curator of the Schools: Mr. A. Hassall (Christ Church).

Degrees: (1) Honorary: At the Congress of Academies: D. Litt.—Prof. Heiberg (Copenhagen), Prof. Boutroux (Paris), Prof. Collignon (Paris); D.Sc.—Profs. Flechsig (Leipsig), Ehlers (Göttingen), Giard (Paris), von Lang (Vienna), Mohn (Christiania), Obersteiner (Vienna). At the Commemoration: D.C.L.: M. Cambon (French Ambassador), Lord Bishop of Worcester, Lord Balfour of Burleigh, Lord Tennyson, Lord Curzon, Speaker of the House of Commons, G. Wyndham (Chief Secretary for Ireland), H. H. Asquith, M.P., Sir R. Henn Collins (Master of the Rolls), Admiral Sir F. W. Richards, General Sir J. D. P. French, Prof. Villari, The Vice-Chancellor, J. S. Sargent (R.A.), C. Booth (F.R.S., President of the Statistical Society). D.Sc.: Hon. C. A. Parsons (F.R.S.), M. Curie (Prof. de Physique), Sir W. S. Church (President of College of Physicians), Sir A. Noble (F.R.S.), Sir W. Crookes (F.R.S.), Sir D. Gill (F.R.S., Astronomer-Royal Cape of Good Hope), Sir J. Murray (F.R.S.), Prof. A. Marshall, Prof. J. J. Thomson (F.R.S.), Prof. Horace Lamb (F.R.S.), Prof. A. R. Forsyth (F.R.S.), Prof. J. Dewar (F.R.S.), Prof. J. Larmor (F.R.S., Sec. of the Royal Society). D.Litt.: Lord Reay (President of British Academy), Sir S. Walpole, W. D. Howells, L. Campbell, W. L. Newman, Andrew Lang, Prof. J. K. Laughton, Walter Leaf. D.C.L.: Chevalier Descamps (Louvain). M.A.: F. A. Bellamy (of the University Observatory). (2) By Decree of Convocation: Hon. M.A.—C. F. Bell, Assistant Keeper of the Ashmolean; H. E. Berthon, Taylorian Teacher of French; C. E. Coscia, Taylorian Teacher of Italian; Don E. Arteaga y Pereira, Taylorian Teacher of Spanish.

CAMBRIDGE.

International Amenities.

Apart from the usual festivities at the end of term, the chief event of the month was the reception accorded on May 28 to the representatives of the International Association of Academies selected for academic honours. The luncheon given by the Vice-Chancellor in the Hall of Queens', the stately ceremony in the Senate House at the conferring of degrees, the Public Orator's speeches, who set himself "inter silvas Academi quærere verum," and the dinner (with speeches in several tongues) in the Hall of Trinity—all were excellently managed, and appeared to give our guests no small gratification.

Vice-Chancellors.

The genial and popular Master of Trinity Hall, Mr. E. A. Beck, will be the Vice-Chancellor for the ensuing year. The outgoing Vice-Chancellor, Dr. Chase, of Queens', though he came into office with but little experience of University business, is admitted on all hands to have borne himself well; "consensu omnium capax imperii, etsi imperavit." Firm, methodical, punctual, and taciturn, he has made an excellent chairman, and the University has run a smooth course under his guidance.

Finance.

The Financial Board's budget estimates for the next year show an expected deficit of some £1,800 in the Chest account. There is still much to be spent in the completion and equipment of the new buildings, and, for lack of other resources, a loan of £15,000 has perforce to be sought at the University bankers. The contribution to be paid by the colleges has risen to £28,411, or 12½ per cent. on their incomes.

New Examinations.

The first examination in military subjects for members of the University who seek commissions in the Army will be held on December 11–13. It will include military history and strategy, tactics, engineering and topography, and military law, administration, and organization. The first examination in Tropical Medicine and Hygiene will take place on August 9–11. Part of the test will be the discussion of cases at the Dreadnought Seamen's Hospital, Greenwich. A new diploma in mining engineering is propounded, with an examination to match. Yet they say we are not practical!

The proposals for modernizing the method of election to the Divinity and certain other professorships have not escaped hostile criticism from the conservative side. Affection for existing "rights" and distrust of "experts" have been the chief notes of the discussion. Meanwhile the proposals are "referred back"—for dilution.

The University Lecturer in Colloquial Arabic, Shaykh Hasan Tawfíq, who had during his short residence made himself a *persona grata* in Cambridge, died suddenly on June 3. He came to us with a high academic reputation from the Cairo University, El Azhar, and devoted himself zealously to the teaching of selected candidates for the Egyptian and Soudan Civil Services. A funeral ceremony was performed in the cloisters of Pembroke College by the Muslim students and residents before the remains were borne to the station for ultimate burial in Egypt.

Mathematical Tripos.

The Mathematical Tripos of the year is rendered notable by the fact that the Senior and the Second Wranglers, Messrs. Eddington and Blanco-White, of Trinity, are both in their second year only, and so could not be presented for their degrees at the Honours *comitia* on June 21. Four or five other second-year men appear in the list of thirty-five Wranglers. Reading for "double Honours" has become common of late, and a considerable number of the Wranglers and First Class men of last year reappear in this year's Tripos list. Two women—Miss Glauert, of Girton, and Miss Hewitt, of Newnham—are equal to twenty-sixth and twenty-seventh Wranglers respectively. Miss Hudson, of Newnham, shares with four men the honour of a First Class in Part II. of the Tripos.

Classical Tripos.

In the Classical Tripos, Part I., five men—two from Pembroke, and one each from King's, St. John's, and Trinity—are placed in the First Division of the First Class. In Part II. four men and four women gain First Classes, in Philosophy, History, and Archæology. The "broadening" effect of the recent alterations in the Tripos continues to be observed, and with satisfaction.

Varia.

In view of the provisions of the Education Act, 1902, the University, like the colleges, has resolved to discontinue its annual subscription for the maintenance of elementary schools in the parishes where it holds property. The "voluntary" schools are now on the rates, and the University is a ratepayer.

Occasion was taken of the visit to Cambridge of the Archimandrite Porphyrios Logothetes, Archbishop-elect of Mount Sinai, to confer upon him the degree of Doctor of Law, *honoris causa*. Dr. Sandys, in presenting him, referred to the discoveries made by Cambridge scholars in the library of Mount Sinai, and in particular to the Syriac Codex of the Gospels found by Mrs. Lewis, Ph.D., LL.D., D.D., "inventrix illa Cantabrigiensis, domi et peregre titulo honorifico plus quam semel merito ornata."

Caius College has decided to appoint as *lector* in Modern Languages a graduate of a French University, to be selected with the assistance of the French Minister of Education. He will retain office for two years, and will hold conversation classes and deliver lectures in his own language on any subject he may choose. Reciprocal arrangements have been made, through the agency of the Appointments Board, for Cambridge graduates who will hold analogous posts as *assistants étrangers* in French *lycées*.

The *entente cordiale* thus illustrated extends also to Oxford. No less than ten Cambridge men are receiving honorary degrees at the sister University. Five are resident teachers—namely, Profs. Dewar, Forsyth, Larmor, Marshall, and Thomson; and five are occupied elsewhere and otherwise—namely, the Master of the Rolls, the Hon. C. A. Parsons, Prof. Lamb, Prof. Laughton, and Dr. Walter Leaf.

The following appointments and elections are announced:—J. C. How (St. John's) and C. W. Mitchell (Emmanuel), Tyrwhitt Hebrew Scholars; J. C. How (St. John's), Mason Prizeman (Biblical Hebrew); A. V. Valentine-Richards (Christ's), Junior Fellow; Lieut.-Col. F. H. Dyke, Lecturer in Military Subjects; W. Gardiner, F.R.S. (Clare), C. S. Sherrington, F.R.S. (Caius), and G. T. Walker, F.R.S. (Trinity), Doctors of Science; C. E. Grant (King's), Secretary to the Financial Board; Prof. Howard Marsh (King's), Master of Surgery; Prof. W. H. Perkin, F.R.S., Elector to the Chair of Chemistry and the Jacksonian Professorship; L. Whibley (Pembroke), University Lecturer in Ancient History; A. C. Pigou (King's), Girdlers' Lecturer in Economics; W. J. Sell, F.R.S. (Christ's), and H. J. H. Fenton, F.R.S. (Christ's), University Lecturers in Chemistry; A. Harker, F.R.S. (St. John's), University Lecturer in Petrology; S. Ruhemann (Caius), University Lecturer in Organic Chemistry; A. E. Shipley, F.R.S. (Christ's), University Lecturer in Invertebrate Morphology; W. L. H. Duckworth (Jesus), University Lecturer in Physical Anthropology; H. Woods (St. John's), University Lecturer in Palæozoology; J. B. Mullinger (St. John's), University Lecturer in History; R. C. Punnett (Caius), Balfour Student in Animal Morphology; Dr. Kirkpatrick (Selwyn), Assessor to the Regius Professor of Divinity; Dr. D. MacAlister (St. John's), Assessor to the Regius Professor of Physic; Prof. Darwin and Prof. Larmor, Electors to the Isaac Newton Studentship; H. Yates Thompson (Trinity), Sandars Reader in Bibliography; P. E. Marrack (Trinity), Tyson Medallist in Astronomy; C. R. Fay and C. S. Phillips (King's), Gladstone Prizemen in History; W. L. H. Duckworth (Jesus) and W. M. Fletcher (Trinity), Proctors for the ensuing year; Dr. C. Waldstein (King's), Slade Professor of Fine Art; F. A. Bainbridge (Trinity), Raymond Horton-Smith Prizeman in Medicine; O. T. Jones (Trinity), Harkness Scholar in Geology; O. L. Richmond (King's), Craven Student; A. J. B. Wace (Pembroke), Prendergast Student; Dr. H. B. Roderick (Emmanuel), Demonstrator of Surgery; R. McG. Dawkins (Emmanuel), Junior Fellow; W. G. Fearnsides (Sidney), Junior Fellow; Dr. E. H. Griffiths, F.R.S. (Sidney), Honorary Fellow; H. A. Wootton (Clare) and J. A. Crowther (St. John's), Wiltshire Prizemen in Geology.

BIRMINGHAM.

Two important diploma schemes have recently been approved by the Council and appear for the first time in the recently issued syllabus of the Arts Faculty. The first of these is for secondary teachers. Candidates are required to have a degree from some University of the United Kingdom "or such other qualifications as shall be approved by the Senate of the University as representing a standard equivalent to such degree." This may be taken to mean the various qualifications recognized as alternative to a degree by the Order in Council establishing a Register of Teachers. In order to obtain the diploma the candidate must attend at a recognized secondary school throughout a year for not less than three mornings a week during each term. During this time the student will, subject to the general supervision of the head master or mistress, be specially attached for given periods to the work of a master or mistress, who is to make the candidate as thoroughly acquainted as possible with school methods, arrangements of curriculum, &c. The schools which have intimated their willingness to take candidates are for men twenty-four in number, and the list includes, besides the King Edward Schools in Birmingham, such well known institutions as Bromsgrove, Cheltenham, Malvern, Repton, and Shrewsbury. Eight girls' schools have been approved, amongst them being the Edgbaston High School for Girls. During this year's work the candidates will be required to give specimen lessons to a class in the school under the joint supervision of the head master or head mistress and of the University authorities. At the same time and in the afternoons the candidates will be required to attend lectures at the University on various educational subjects, including the history of educational ideas, psychology, and general principles of teaching. In addition to these, a series of short courses has been arranged, some at least of which the candidate will be expected to attend. These courses include the following:—Prof. Fiedler, "The Study and Teaching of a Modern Language"; Prof. Heath, "Contracted Methods in Arithmetic"; Prof. Hill, "School Hygiene"; Prof. Hughes, "The Teaching of English," Prof. Sonnenschein, "The Teaching of Latin"; Mr. Roscoe, "Voice Production"; Mr. Catterson Smith, "The Principles on which the Teaching of Drawing in Secondary Schools should be based"; Sir Oliver Lodge, "Teaching Methods." By arrangement with the City Council the course at the University is to include observations of the methods and arrangements of elementary schools. Prof. Hughes is very much to be congratulated upon the lengthy list of schools which he has been able to secure at the commencement of his scheme.

The second diploma is that of Art Instructor. This diploma is primarily intended not for those who are to become teachers in schools of art, but for those who intend taking up the work of teaching this subject in secondary schools. The requirements for the diploma include, therefore, subjects of a general and of a technical character. As for the latter, the teacher will have either to secure the Art Teacher or Master's Certificate or to have pursued a course of instruction approved by the Committee of the Birmingham School of Art. Before, or for the present during or even after, pursuing this course of art study, the candidate must have passed the Matriculation Examination of the University of Birmingham or some other approved test of general knowledge. After passing this examination the candidate will have to attend in the University a course of instruction in English Literature of a year's duration, and also two at least of the following courses:—(*a*) Modern History and Archæology; (*b*) Ancient History and Archæology; (*c*) German Language and Literature; (*d*) French Language and Literature; (*e*) Italian Language and Literature; (*f*) Latin; (*g*) Greek; (*h*) External Forms of Plants and Animals; (*i*) Earth Structure and Landscape. These latter courses may be spread over two or more years, provided that each is of one year's duration, but may not, without the express consent of the Senate, be all taken in one year. The candidate will also be required to attend the ordinary course of lectures on the general principles of teaching given in the University. The examinations on each subject may be passed separately at the end of each course, or all together at the end of the curriculum. This diploma is a new experiment, and is instituted with the hope that those who intend to teach in secondary schools may be glad to take the opportunity of studying some general subjects of education with the view of widening their own outlook and becoming more useful members of a school staff.

The new buildings for the Applied Sciences which are being erected at Bournbrook are rapidly rising, and it is hoped that they may be in a position to be occupied in two years' time. The power station, which is a large building, will, in fact, be available next session. The Council are now about to advertise for a Professor of Electrical Engineering, who will be expected, as is evident from the terms of the advertisement, to exercise some general supervision over the new premises, which are distant more than two miles from the centre of the city, where the rest of the work of the University is carried on.

The annual Congregation for the conferring of degrees will take place on July 9. It will be shorn of some of its interest to the general public on account of the absence of the Chancellor, Mr. Chamberlain, in whose place the Vice-Chancellor, Mr. Beale, will preside.

MANCHESTER.

The Warburton Lecture at the University was delivered this year by Prof. Rein, of Jena, his subject being "The Universities and Education." It was delivered in German. Prof. Rein also lectured the following evening on "Educational Ideals," and he further signalized his visit by opening the Rein Wing of the junior practising school, which is under Miss Dodd's superintendence. It is proposed shortly to open a practising school for older children, the scheme of which is being worked out by Prof. Findlay. Mainly owing to his efforts, a building is already provided and a fund started for the endowment.

In the week of Prof. Rein's visit Manchester educationists had also the opportunity of listening to Mr. Arthur Sidgwick, the occasion being

the formation of Miss Herford's school at Ladyham into a public school. Mr. Sidgwick stated that "he had never in his life listened to better teaching than he had heard Miss Herford give," and that "the school administration was characterized by quite unusual wisdom and insight." Mr. Paton and Miss Penelope Lawrence were among the other speakers.

Manchester has now secured two Senior Wranglers in two successive years. Last year the honour fell to the Grammar School; this year it has gone to the University. In 1892–4 it had the Second Wrangler in three successive years. In the ten years' interval Manchester boys have carried off at Oxford the Senior Mathematical Scholarship three times and the Junior four times. The Senior Wrangler had an enthusiastic reception on the occasion of the Old Students' match at Dalton Hall, where he was in residence. It is an interesting fact that, within a week of the announcement of the Tripos List, Prof. Lamb should be receiving an honorary degree at Oxford.

This month Mr. Paton has been delivering his lecture on "The Curriculum of Commerce" at the University, and the prospectus of the Faculty of Commerce for next session has just been issued. It provides teaching for the new degrees of Bachelor and Master in this faculty, and it is possible to proceed to the degrees as the result of attendance at evening classes.

The raising of the fees at the Central Municipal School consequent on its being formed into a Column B secondary school has led to a number of protests from parents who find themselves unable to meet the increased expense. The fees are to be £3 for ratepayers and £4. 10s. for non-ratepayers.

A building has been leased by the Education Committee for the purpose of a school for crippled children. It is proposed to build eventually on land contiguous to the Children's Hospital.

WALES.

Welsh Branch of the Board of Education.

The rumour that the Government intend to establish a Welsh branch of the Board of Education has been revived. There are many indications that such a step is contemplated, and in some quarters it is confidently asserted that an announcement to this effect may be expected in a very short time. A well known Welshman connected with the Guild of Graduates is, according to report, to be at the head of the new Department, and the office is to be at Cardiff.

Knighthood to Welsh Educationist.

All sorts and conditions of Welshmen join in congratulating Sir Thomas Marchant Williams on the honour conferred upon him by the King. What the new knight does not know about education in Wales is not knowledge, and it is pleasant to find that his great services to the Welsh educational movement are appreciated outside his own country.

Departure of Prof. Rhys Roberts.

Bangor University College is losing the valuable services of Dr. Rhys Roberts, who has accepted a professorship in the new University of Leeds. It is gratifying to find that Welsh professors obtain the appointments to which they are entitled by their scholarship and other attainments, but the prospect of seeing Wales drained of its best men through inadequate pecuniary recognition of their services is the reverse of pleasant. This is what is going on throughout the country.

The Glamorgan Education Committee.

The Education Committee of the premier county have attracted a good deal of attention recently. They dismissed a teacher for alleged insubordination, after much talk about the County Authority being the "employers" and the teachers "the employed," and it turned out that they had acted under a misapprehension as to the facts. They decided to exclude infants under five, and found they had no power to do so. They also resolved not to admit any pupils other than indentured pupil-teachers to pupil-teacher centres. Whatever may be said about the rest of the proceedings of the Committee, this is certainly a step in the right direction; there are plenty of secondary schools in the county, and there is no need whatever to establish preparatory classes.

Chief Education Official of Breconshire.

The Breconshire Education Committee has appointed a head clerk and accountant, instead of a director of education, at a salary of £450, less cost of assistance. The local candidate, Mr. George Tudor, solicitor, Brecon, secured the appointment by a large majority.

SCOTLAND.

Mr. John Walter Gregory, D.Sc., F.R.S., Professor of Geology in the University of Melbourne, has been appointed by the Glasgow University Court to the new Chair of Geology in that University. Prof. Gregory has had a wide and varied experience of geological work in connexion with the British Museum, as well as in expeditions to the Western States of North America, to British East Africa, to the West Indies, and to Spitzbergen, and his work has been recognized in various ways by many learned societies.

Some time ago the Edinburgh University Court approved the proposals for a five-subject degree in Arts, but reserved for future consideration the question of the three-term session. It invited the other University Courts to send representatives to a conference with the view of taking joint action regarding the five-subject degree. The Glasgow Court has now declined to enter upon a conference limited to the consideration of the proposals approved by the Edinburgh Court, and has proposed a conference "which shall consider in their full extent the questions both of the three-term session and of the reconstruction of the curriculum in Arts." It is impossible to say what may be the result of this; but, if the Edinburgh Court declines to take part in a conference on the whole question, it is probable that nothing will be done meanwhile to give effect to either reform.

There have not been many important changes in the Education Bill in Committee. The financial clauses have been vigorously discussed and some alteration has been made in the incidence of rating. Power has been given to the Department to combine, and to some extent modify, county districts for educational purposes where that seems necessary; and the Department has also been empowered, in cases where it seems advisable, to depart from the "ward" system of election to School Boards and to substitute *scrutin de liste*, a combined election of the whole Board by all the voters in the district. This looks like a return to the cumulative vote; but, as no elector can give more than one vote to any one candidate, the evils of the cumulative system are much lessened, if not entirely removed. On the other hand, this system will make it more possible for women to be elected, and it will tend to make up for the absence of the valuable power of co-option. St. Andrews University had submitted a strong claim to be made a centre for a Provincial Council, and it is to be hoped that its claim may be granted. A Provincial Council at Inverness would probably be a much less effective body than one at St. Andrews. The only good argument for it is the difficulty, owing to great distance and slow communication, of getting efficient Highland representatation on the Aberdeen Council.

Mr. Alexander Blacklaw, solicitor, Aberdeen, has been appointed to the new Clark Lectureship in Law at Aberdeen University. Mr. William T. McKechnie, LL.B., D.Phil., has been reappointed Lecturer on Constitutional Law and History; and Mr. J. M. Irvine, B.Sc., LL.B., Lecturer on Civil Law, at Glasgow University. Mr. Henry J. Cunningham, B.A., has resigned the Lectureship in Ancient History at Edinburgh University. The Rev. Prof. H. M. Gwatkin is giving the first series of his Gifford Lectures at Edinburgh, his subject being "The Nature of God."

IRELAND.

Mr. Dale and Mr. Stephens's Inquiry.

The English Commissioners who have been for about two months in Ireland inquiring into Irish secondary education have concluded their investigations and returned to England. They visited several large schools, not for purposes of inspection, but rather to elicit from important educationists their views as to the present state of things and the reforms they would approve. They are likely to recommend the abolition of payment of results fees on an examination test and the substitution of permanent capitation fees given to efficient schools, examinations being reduced to a "leaving examination" and those held for the purpose of giving exhibitions to poor and talented children, all such examinations to be of a general character without prescribed books. It is probable that it will be proposed to reorganize the Intermediate Board, and to appoint a Consultative Committee of teachers; also to endeavour to secure training and a better financial position for secondary teachers.

The Roman Catholic Bishops on Irish Education.

At a meeting held at Maynooth College on June 22 the Roman Catholic hierarchy in the plainest terms condemned any attempted reforms in Irish primary and secondary education which would lessen their exclusive control over the schools. They denounced the withholding of the equivalent grant from primary education, the maintenance of the model schools (which are undenominational), the establishment of a Department as a substitute for the present National and Intermediate Boards, the curtailment of the powers of the clerical managers of primary schools in favour of local control, the refusal of the Government to establish a Catholic University, and, generally, the injustice with which Catholics are treated as compared with Protestants in education and the giving of appointments. Perhaps the most significant clause in their statement is the demand that the lands possessed by Trinity College shall be taken from it and used for the higher education of the majority. The Bishops express themselves satisfied on the whole with the National and Intermediate Boards—bodies appointed by the Lord Lieutenant and composed of amateurs, men without knowledge of school education, who

(*Continued on page 483.*)

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act privately and autocratically without consulting practical educationists or public opinion—because these Boards do not interfere with the intimate affairs of the Catholic schools. The whole statement gives a melancholy picture of the educational difficulties in Ireland, and little hope of any immediate change. Cardinal Logue, at a recent meeting, said that, if the Catholic people rose as one man to demand adequate Catholic University education, they would get it. But this will never take place, for there is no momentum behind the agitation. The upper-class educated Roman Catholics (who, it is to be remembered, form a small minority of the total Catholic population) do not desire a University under clerical control, and the laity have been so long deprived by the Church of any control in education that a democratic demand for it cannot be looked for.

Honorary Degrees in Trinity College.

The Senate of Dublin University have passed the conferring of honorary degrees on a number of distinguished men, chiefly scientific, and, for the first time, on women. The three ladies honoured are Miss Jane Barlow, the well known writer of Irish sketches and stories, who is also an excellent classical scholar, and daughter of Mr. Barlow, S.F.T.C.D.; Mrs. Sophie Bryant, D.Sc., the head of the North London School for Girls, daughter of a former Fellow of T.C.D., Dr. Willock; and Miss Isabella Mulvany, B.A., who has been Head Mistress of Alexandra School, Dublin, for twenty-five years. The first two become Doctors of Literature, the last Doctor of Laws.

Women in T.C.D.

At the same meeting of the Senate the regulations proposed by the Board for the admission of women to T.C.D. who have attained some status in other Universities were passed. Women who have taken a First Class in the Senior Examination for Women T.C.D., those who have passed the Second Arts Examination in any chartered University other than Cambridge and Oxford, and those who have graduated in any such University from 1894 to 1904 can enter Trinity, their standing dating from the commencement of the Junior Sophister year, and will be exempt from the entrance fee and three half-yearly payments. The holders of Junior T.C.D. Examination for Women certificates, and those who have passed the First Arts Examination in any of the above-mentioned Universities will be granted one Junior Freshman Examination and will be exempt from the entrance fee and one half-yearly payment. Women who have passed the Tripos Examination in Cambridge, and those in Oxford who may have an equally accredited status, can obtain *ad eundem* degrees, as graduates of those Universities can at present. This, however, is limited to the same period, 1894–1904. It is generally considered that the women graduates of other Universities—especially those who have graduated with Honours—have been unfairly treated in these provisions, as, though they have been unable to enter Trinity College up to the present, they have been given no greater concessions than the allowance accorded to those who have only passed Second Arts.

The Fellowship Examination.

The results this year were surprising. Mr. Kelleher, a Roman Catholic and a very distinguished graduate of both the Royal University and Trinity College, obtained Fellowship on his first trial—a very unusual feat—and with the extraordinarily high answering in Mathematics, Physics, and Logic and Ethics of 981½ marks. Mr. Robin Gwynn is the Madden Prizeman, with a total of 863½ marks; while the other prizemen are Mr. Alton—who has been for some years competing—with 822½ marks, and Mr. Webb, with a total of 707. It is noticeable that last year the marks of the last candidate would have given him the Madden Prize. One of the most needed reforms in Trinity College is an alteration in this colossal examination, by which a premium is given to physical endurance and receptive, rather than creative, mental powers. The silence and almost total sterility in original work of the recently appointed Fellows, and its disastrous effects on many men who never attain Fellowship, are proofs of injurious results of the examination.

Changes in T.C.D.

Mr. Louis C. Purser has resigned the Professorship of Latin to devote himself to researches in archæology. It is taken by Mr. Smyly, who has been engaged on work on papyri for some time. Mr. Stanley Lane Poole has resigned the Professorship of Arabic and Eastern Languages. Mr. Goligher has been appointed to the Professorship of Ancient History. Another evil in T.C.D. is the tendency to retain the professorships among the Fellows, instead of trying to obtain the best representative of the subject, wherever he is to be found. Several of the chairs are now occupied by men who have only taken up their subject late in life, and from secondary motives.

Intermediate Examinations.

The examinations this year began on June 14. Mr. Blair, who since the starting of the Department of Agriculture and Technical Instruction has been the head of the latter branch, is leaving Ireland in consequence of being appointed executive officer under the London County Council. He will be a loss to Irish scientific education, much of the success of the arrangements of the Department for the teaching of science in secondary schools being due to him.

SCHOOLS.

BROMLEY HIGH SCHOOL.—A Girton Scholarship of £21 a year has been awarded to Violet Blyth for Mathematics.

DERBY SCHOOL.—D. Ward has gained a scholarship of £80 per annum at St. John's College, Cambridge. Mr. H. L. Fulford has left for a mastership at Rossall, and his place has been taken by Mr. W. Williams, B.A. of Merton College, Oxford.

HAILEYBURY COLLEGE.—The following school prizes have been awarded:—Greek Iambics, H. C. Gordon; Latin Elegiacs, E. Y. Dawson; English Essay, E. A. Hervey; English Literature, C. H. Gidney; Greek Prose, H. C. Gordon; Latin Prose, H. C. Gordon; Divinity, O. H. Watson; History, Modern Side, F. G. Barrow; Mathematics, C. E. Woodhouse; French, Classical Side, J. de G. Delmege; Modern Side, F. G. Barrow; German, A. P. Lyon; Chemistry, R. C. Wingfield. G. S. Oddie has gained a First Class, Mathematical Tripos, Part I., Cambridge, and C. H. Dinham a Second Class, Classical Moderations, Oxford. Sir G. S. Clarke has been appointed Chief of the Army Intelligence Department. Colonel C. L. Young, R.E., now combines the posts of secretary and bursar, vacant by the retirement of the Rev. P. Deedes and the death of Mr. W. E. Russell. On June 12 there was a sacred concert in the school chapel, in which Mr. Kennerley Rumford took part. On June 15 Mr. F. R. Benson's company gave a performance at Hertford of the Oresteian Trilogy of Æschylus, at which three hundred members of the school were present. The Triennial Old Haileyburian Dinner will be held in London on Thursday, July 28.

HOME AND COLONIAL SCHOOL SOCIETY.—Mrs. Jessie White, D.Sc. London, has been appointed to succeed Miss Penstone as Vice-Principal of the Society's Kindergarten Training College and Head Mistress of the High School for Girls, at Highbury Hill House, London, N. Mrs. White was Cobden Scholar at Newnham College, Cambridge, and obtained a First Class in the Natural Sciences Tripos. She was awarded the Marion Kennedy Studentship, and held it in Germany, where she studied in Breslau and at the University of Leipzig. She will commence her work next September.

MARY DATCHELOR GIRLS' SCHOOL.—Miss Hilda Hopkins (from the Southport Physical Training School) has been appointed in place of Miss Wilkinson, who left in April because of her approaching marriage. This term the school is losing in Miss Kimpton, who also leaves to be married, one of the mistresses who have been longest on the staff. Her withdrawal will be greatly regretted by her colleagues and pupils. The vacancy will be filled up by the appointment of Miss Mary Page, B.A. Lond. The Conference of the Association of Head Mistresses was held at this school on June 11, and was the largest yet known. The day had long been looked forward to by the Head Mistress and her staff, who felt it a great honour to entertain the Association. Two former pupils in this school have just completed their course at Girton in a very satisfactory manner: Winifred Bryers has gained First Class Honours in both parts of the Mediæval and Modern Languages Tripos, with distinction in German; Violet Shillington, who last year took First Class Honours in Part I. of the Historical Tripos, has now taken Second Class Honours in Part II. An old student in the Datchelor Training College has gained Second Class Honours in the Mediæval and Modern Languages Tripos. This is Doris Rowland Brown (Newnham). A boarding house for girls is being started in a fine old house in the Grove, within a few minutes' walk of the school. The head of the house is Miss Stephan, the chief modern language mistress; the arrangements are under the final supervision of the Head Mistress.

NORTH LONDON COLLEGIATE SCHOOL.—The distribution of prizes to the pupils of the above school took place on June 24 in the Clothworkers' Hall of the school. Sir W. J. Collins, Chairman of the London Education Committee, presided. The Head Mistress (Mrs. Sophie Bryant, D.Sc.) read the annual report, and the part songs "The Shepherd's Song" and "The Rival Queens" were sung by the pupils. Lady Collins presented the prizes, and then the Chairman addressed the pupils. Having congratulated them on their success, he expressed the hope that some now in the school would some day become teachers in the London County Council schools. The arguments against the education of women had all been knocked in vain at the doors of the learned professions, and he prophesied further advantages in the education of the future. Referring to Mrs. Bryant's work in educational matters, he said that there was no mediocrity there. Mr. Latham, replying, said that Mrs. Bryant was a leader in educational matters, and that this was proved by the degree of Doctor of Literature that the University of Dublin was about to confer, and on behalf of the staff he presented her with the Doctor's hood. The following is an abstract of the Head Mistress's report:—"During the year May, 1903–4, 107 pupils have been presented for general public examinations conducted by the Universities; of these, 90.8 per cent. have proved successful. 42 pupils (16 with distinction) have

(*Continued on page* 486.)

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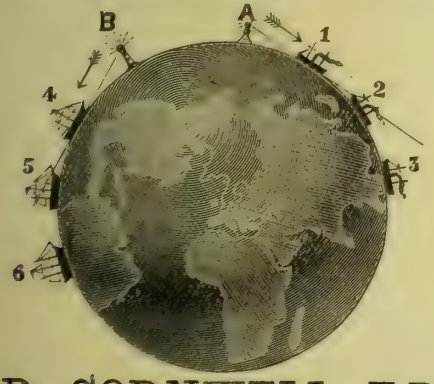
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THE HIGHLAND RAILWAY, INVERNESS, *June*, 1904.

passed an examination in Music conducted by the University of London, and 137 a similar examination in Drawing. This month 36 pupils were candidates for the School Leaving Certificate (Matriculation Standard), and 12 who gained the Certificate last year were candidates this year for the higher examination in Special Advanced papers. 20 other girls in the sixth form also took these papers, making 32 in all at the higher standard. Open scholarships have been gained by Emily Hambloch (£60 a year for three years) in Mathematics; by Ethel Langdon (30 guineas a year for three years); and by Gwendolen Watson (£25 a year for three years) in Classics. School scholarships have been awarded mostly on the results of public examinations:—Two Clothworkers' Leaving Scholarships (£50 a year for three years) to Emily Hambloch and Octavia Myers. £20 Platt Endowment Scholarships to Hannah Cameron, Muriel Nicholls, Florence Barnett, Phyllis Cooke, Gertrude Sabin, Margaret Tonkin, and Hilda Ehrmann. £10 Platt Endowment Scholarships to Sidonie Gestetner, Gladys Miall Smith, and Eveline Webb. Two Clothworkers' Scholarships to Elizabeth Crawford and Phebe Nunn, the R. W. Buss Memorial Scholarship to Gwendolen Hatfield, the Crane Scholarship to Evelyn Hewer, and the Maclean-Fraser Scholarship to Eveline Webb. In the University of London four ex-pupils have graduated in Arts, two in Science, and one in Medicine. Marie Stopes has taken the D.Ph. degree in Botany at the University of Munich, and Amy Hicks has gained a Greek Fellowship at Bryn Mawr College, U.S.A. The names of two former pupils also appear in the Tripos lists of the University of Cambridge. No less than fifteen old North Londoners are head mistresses of public secondary schools, three of these being also members of the new Education Committees.

NORTHWICH HIGH SCHOOL.—Empire Day was kept at this school as an afternoon entertainment. The girls gave patriotic recitations and songs, and the mistresses short sketches of the history and geography of the Empire. The Head Mistress spoke on "Patriotism." The play of "Richard II." was performed by the girls on June 2 to a fairly large audience. It was acted exceedingly well, the long speeches were carefully remembered, and the elocution was good.

ST. MARY'S COLLEGE, PADDINGTON.—The Council of St. Mary's College, Paddington, has been fortunate in securing the services of Miss Mary Hay Wood, of Girton College, Cambridge, at present assistant mistress at the North London Collegiate School for Girls. She will join the staff of the Training College in September, 1904, and will also take charge of the classics in the school. Miss Wood has studied philosophy under Dr. Bernard Bosanquet, and was formerly a member of the committee of the London School of Ethics and Social Philosophy. St. Mary's College has been approved by the University of London as a public educational institution from which applications for recognition of teachers in pedagogy by the University can be received, and two of the regular staff have already been so recognized.

PRIZE COMPETITIONS.

The Translation Prize for June is divided between "Jehane" and "R. J. P."

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(*Continued on page* 487.)

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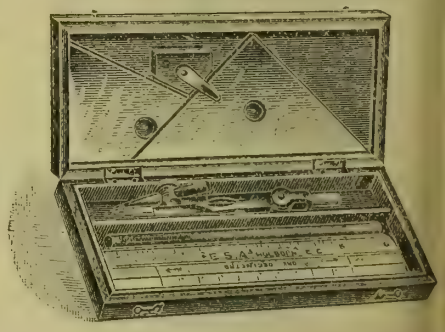
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C.G.S.-M., A.F.B., Piano, K.M.L., Bruton, Obelisk, Pillule, Welby, B.E.M., Cantor, Sally, G.E.C.

Fifth Class.—Norma, Pan, Kabey, Tarda, Pearl, Harrowden, Monte Video, Ayacanora, O.T., Mus, Pattie, Elaine, Myosotis, U.P., Terra Cotta, Indian, Austral, Hipho, Fairie, U.L.A., Keber, Palace, Shunam, U.L., Trans, P.I.L., Byke, Fallal.

It would need a Carlyle to do full justice to Taine's portrait of Danton, where each touch of the burin tells as in an etching of Rembrandt. There is no need to alter the French constructions—the presents in the first sentences and the series of subjects summed up in the final *tout concourt*. The main difficulty consists in finding exact equivalents for French words where the corresponding English words have not the same connotation or do not suit the context. Thus, at starting, "the peaceful routine of our civil careers" is hardly English, and we must turn "a professional career in these piping times of peace," or "the calm career of a professional man in our days." *Brutalité* is rather "rudeness" than "brutality"; it conveys no notion of cruelty. *Leude* may be kept or turned by "royal retainer." *Tartare* has nothing to do with Tartarus or Hell. *D'une laideur*, &c., needs turning "so hideous as to be almost tragic." *Un masque:* "wearing the contorted mask of a savage bulldog." *Qui remue:* "mobile," not "twitching." *De combattant:* "of a champion fighter"; "of one fighting" is weak, and "a prize fighter" overshoots the mark. *Une surabondance*, &c.: "a superabundance of hot-blooded vitality and ebullient passion." *Emphase* is rather "exaggeration," "rhetoric," than "emphasis"; we might invert, "sincere in spite of his rhetoric." *Des gros mots* is exactly "Billingsgate." *Voulu:* "deliberate," "intentional," "assumed with an object." *Crudités énormes:* "unblushing coarseness of speech." *Gouailleuse* is stronger than "chaff" or "banter"; again we might invert, "good-natured flouts and fleers." *Gauloise* is impossible to render except by a paraphrase: it expresses the free-tongued independence of Old France; "of a mob at once Celts and Parisians" might pass. *Infuse et pratique* is a very hard phrase to render, though the meaning is clear: "that popularity which was with Danton a natural gift and which he turned to practical purposes." "All these elements went to the making of the born demagogue and successful politician" is a very free, but not unfaithful, rendering.

A Prize of Two Guineas is offered for the best translation of the following passage from Hugo's "Les Burgraves" into heroic couplets or blank verse. A second Prize of One Guinea will be given for the best prose translation:—

Qui que vous soyez, avez-vous ouï dire
Qu'il est dans le Taunus, entre Cologne et Spire,
Sur un roc près duquel les monts sont des coteaux,
Un château renommé parmi tous les châteaux,
Et, dans ce burg, bâti sur un monceau de laves,
Un burgrave fameux parmi tous les burgraves?
Vous a-t-on raconté que cet homme sans loi,
Tout chargé d'attentats, tout éclatant d'exploits,
Par la Diète à Francfort, par le Concile à Pise,
Mis hors du saint empire et de la sainte église,
Isolé, foudroyé, réprouvé, mais resté
Debout dans sa montagne et dans sa volonté,
Poursuit, provoque et bat, sans relâche et sans trêve,
Le comte palatin, l'archevêque de Trève,
Et, depuis soixante ans, repousse d'un pied sûr,
L'échelle de l'empire appliquée à son mur?
Vous a-t-on dit qu'il est l'asile de tout brave,
Qu'il fait du riche un pauvre, et du maître un esclave;
Et qu'au-dessus des ducs, des rois, des empereurs,
Aux yeux de l'Allemagne en proie à leurs fureurs,
Il dresse sur sa tour, comme un défi de haine,
Comme un appel funèbre aux peuples qu'on enchaîne,
Un grand drapeau du deuil, formidable haillon
Que la tempête tord dans son tourbillon?
Vous a-t-on dit qu'il touche à sa centième année,
Et qu'affrontant le ciel, et bravant la destinée,
Depuis qu'il s'est levé sur son rocher, jamais,
Ni la guerre arrachant les burgs de leurs sommets,
Ni César furieux et tout puissant, ni Rome,
Ni les ans, fardeau sombre, accablement de l'homme,
Rien n'a vaincu, rien n'a dompté, rien n'a ployé
Ce vieux Titan du Rhin, Job l'excommunié?
—Savez-vous cela?

Initials or a nom de guerre *must be adopted by* ALL *competitors, but the prize-winners will be required to send real names for publication.*

All competitions must reach the Office by July 16th, addressed "Prize Editor," THE JOURNAL OF EDUCATION, *3 Broadway, Ludgate Hill, E.C.*

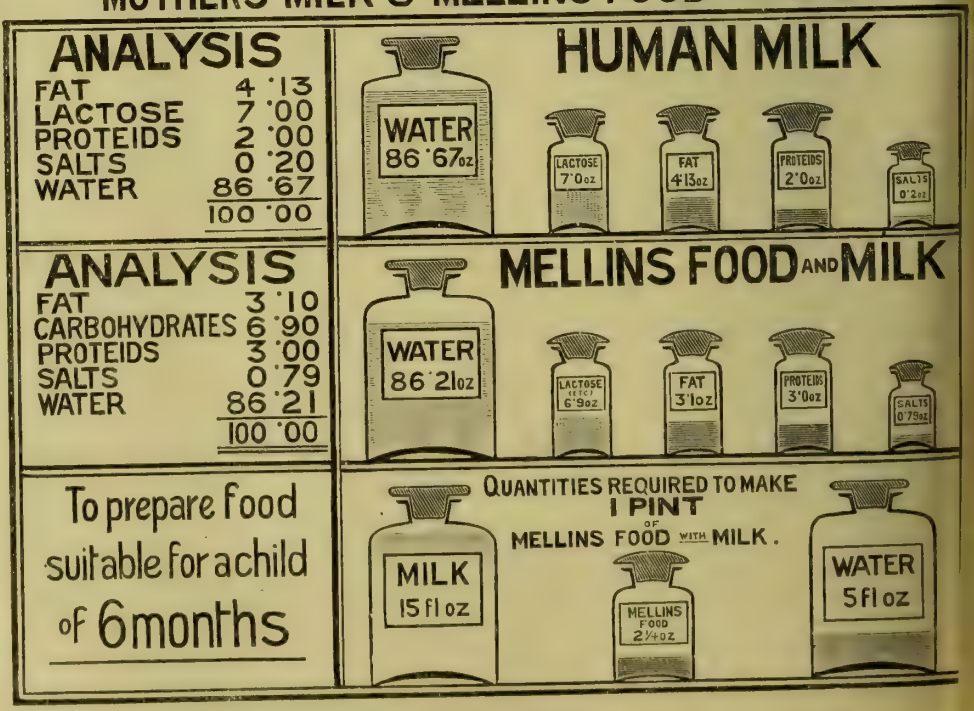
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NORMANDY.—HOME SCHOOL in healthy and beautiful part above Rouen, for DAUGHTERS OF GENTLEMEN. English Principals (B.A. London and German Conservatorium). French Lady Diplômée resident. Visiting Professors. French thoroughly taught, conversationally and for examinations. Address—Miss HIBBERT-WARE, Les Glycines, Canteleu, près Rouen. English reference kindly allowed to the Rev. G. H. West, D.D., Head Master, St. Christopher's, Eastbourne.

PARIS.—INSTITUTION JEANNE D'ARC, 212 RUE ST. JACQUES.—Mlle. GAVARD, Directrice. Thorough French Education. Advantages for Music and Art Studies. Special preparation for Examination of Alliance Française, Sorbonne, &c. Moderate terms. References.

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MONSIEUR GEORGES ROUX, Professeur à l'Ecole Supérieure, 11 rue Parisie, Orléans, receives English Gentlemen into his house to acquire Conversational French for the above Examinations, and for general purposes. Terms and references on application.

FRANCE.

PASTOR LÉON BOST, B.D., Salies-de-Béarn, Basses-Pyrénées, receives BOARDERS and PUPILS. French, Classics, &c. Comfortable home. Fine walks and excursions. Picturesque country. Invigorating mineral water baths. Highest references.

LADIES studying in PARIS.—Mlles. CARLÉ, 5 Rue des Ursulines, Luxembourg Quarter. Only French spoken. Petty house; small garden. Five minutes from Sorbonne, and ten minutes from l'Alliance française. Very moderate terms.

PARIS.—Famille française, très distinguée, jeune fille musicienne, désirerait avoir pensionnaire seule, demoiselle ou gentleman étranger. Maison très confortable, vie de famille. Grande complaisance dans la conversation pour faire de rapides progrès dans la langue française. Proximité des Invalides; prix modéré.—Mme. COURSIN, Rue François-Bonvin, 19, Paris.

GERMANY.—Ladies anxious to LEARN GERMAN thoroughly will find comfortable home in the University town of Halle, which has model schools for every branch of education. Conservatorium. Ladies can attend lectures at the University. Terms, including German instruction, 1 guinea a week. Excellent English and Scotch references.—Fräulein STIER, 7 Jägerplatz, Halle a/Saale.

NUREMBERG, ROLLNERSTRASSE 15.—The Misses LOHMANN, daughters of a Clergyman, receive into their comfortable home a few English Girls wishing to learn German, French, Italian, English, Music, Drawing, &c. Gymnastics taught under a passed English Mistress. Moderate terms. Good English references.

DANS la famille d'un Professeur, on reçoit 6 demoiselles désirant apprendre à fond le Français, la peinture en tous genres, etc. Confort; air sain et vivifiant; vue splendide. Prix £6 par mois.—Mme. HERZOG, Villa Miguel, Montreux, Territet.

BONN, GERMANY.—Private Boarding House near the river. Every opportunity for study, and assistance given if required. Moderate terms. Apply—Mrs. Robins, 63 Lenné-strasse.

PARIS.—A French family receive into their comfortable home a few boarders. French only spoken. Near Sorbonne and Franco-English Guild. Terms moderate. BONARDI, 5 Rue d' Odessa.

THE ANGLO-AMERICAN AGENCY, 18 LINDENERSTRASSE, HANOVER, GERMANY, supplies information about Schooling for Young Ladies and Gentlemen, and sends addresses of commendable Boarding Schools, as well as of comfortable Family Pensions on the Continent, free of charge, on application to Mr. B. WOLFF, Secretary.

WELL known German Boarding School for Ladies, highest references, offers escort to pupils end of July. Please write for Prospectus and references. Address—Neu Watzum, Wolfenbüttel, Brunswick.

NORMANDY.—Luc-sur-Mer. Hôtel des Familles. Highly recommended to English families for comfort, cleanliness, and perfect sanitary arrangements. Facing the sea, bracing climate, bathing, fishing, splendid excursions. Great opportunity to learn French in a short time. Moderate terms, special arrangements for Families. Write to Mr. BERTRAND.

PARIS.—French family (professeurs) receive a few boarders wishing to aquire French. Real home life. Fine location near Alliance Française, from 5 fr. daily. References—LEFRAPER, 20 Boulevard Saint Michel.

M. LE PASTEUR et Mme. NOYER, au Presbytère, Annecy, Haute-Savoie, France, reçoivent toute l'anné deux ou trois jeunes gens. Leçons. Climat excellent, nombreuses et belles excursions aux environs. Très bonnes routes pour cyclistes. Hautes références.

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MME. DOUVET offers a comfortable Home during Summer Holidays, at special prices, for Governesses. Address—DOUVET, 188 bis boulevard Péreire, Paris.

FRANCE.—Tours, 133 Boulevard Heurteloup.—Mme. VEUVE BEAUVALLET recevrait deux ou trois jeunes gens, qui désireraient faire des études sérieuses de Français. Maison très confortable et située dans un des plus jolis quartiers de la ville. Prix modéré. Excellentes références.

HOLIDAYS IN FRANCE.—Bordeaux, 11 Rue Barennes. Mlle. BONIFAS (clergyman's daughter) will receive, also in August and September, English Boarders or Pupils. Large and comfortable house, near the Jardin Public. Direct communications by land or sea.

These School and Teachers' Advertisements are continued from page 487.

VOICE DEVELOPMENT, SINGING, ELOCUTION.—Licentiate of the Royal Academy of Music (as Teacher of Singing), Associate in Music, and Certificated Vocalist (Higher Examination) Trinity College, London, requires Visiting Engagements, in London, in September. Address No. 6,319.*

BOARDING HOUSE.—A Lady wishes to open a Boarding House for Mistresses and Girls in connexion with Girls' High School. Address No. 6,347.*

MLLE. SEURIN Visits Schools and holds Classes at her own residence. For particulars apply—95 Fitzjohn's Avenue, N.W.

HOLIDAY HOME offered in country Doctor's House. Tennis, Croquet, Boating, Fishing. Every care taken. References. Address—No. 6,316.*

FOR SALE.—Portable Gymnasium, 65 feet by 25 feet, with fittings and apparatus. Address—Rev. J. H. HOPKINS, 16 Mundania Road, Herne Oak, S.E.

PARIS.—Owing to impending marriage, the Principal of a small, select Ladies' School (high fees), in the most attractive suburb, wishes to sell. Goodwill, House and School Furniture £600. Splendid opening for an English Lady, resident with French, to join a French Protestant lady in the purchase.—HAYWOOD & Co., Woolston, Southampton.

GERMAN PRINCIPAL of high-class Girls' School, S.E., offers very pleasant Holiday Home during August and September to English Lady at 10s. 6d. weekly and some English teaching. Address—No. 6,333.*

SCHOOLS FOR SALE.

SOUTH COAST.—Two Ladies, the Principals of a very successful BOARDING AND DAY SCHOOL in a well known health resort on the South Coast, who have had the School for many years, contemplate retirement and wish to dispose of their School, which is Recognized and enjoys a high reputation. There are 18 Boarders, paying fees from 40 to 60 guineas per annum, exclusive of extras; and 39 Day Pupils, paying fees from 3 to 10½ guineas. Average receipts, £1,700. Average net profit, £250. Transfer by capitation fees. Apply—Mr. TRUMAN'S Educational Agency, 6 Holles Street, Cavendish Square, W.

WEST OF ENGLAND.—The Principal of an old-established and good-class BOARDING AND DAY SCHOOL, with KINDERGARTEN, in the West of England, contemplates retirement and wishes to dispose of her School, containing at present 10 Boarders (fees from £40 to £50 per annum, exclusive of extras) and 47 Day Pupils (fees from £4 10s. to £15 per annum). The premises, which are the property of the vendor, can be sold for about £2,000; or would be let at a rental of £100 per annum. Average receipts £780. Net profit £130. £600 asked for goodwill and school furniture. Open to offer. Apply—Mr. TRUMAN'S Agency, as above.

SOUTH COAST.—The Principal of a good-class BOARDING AND DAY SCHOOL in a healthy, bracing town on the South Coast wishes to retire, on account of ill-health. Old established School, with first-rate premises, in good grounds. Recognized by the Board of Education. At present 17 Boarders, fees from £45 to £60 per annum, exclusive of extras; and 29 Day Pupils, fees from 3 to 15 guineas per annum. Gross receipts about £1,570. Net profit over £400. Reasonable offer accepted. Apply—Mr. TRUMAN'S Agency, as above.

NORTH OF ENGLAND.—The Principal of a high-class PRIVATE DAY SCHOOL in an important town in the North of England contemplates retirement, and wishes to Transfer her School, which is intended for the daughters of those who do not wish their girls to go to a Public High School. At present 17 Day Pupils, fees from £19 to £30. Gross receipts £500. Net profit about £200. Transfer by capitation fees. Good opening. Apply—Mr. TRUMAN'S Agency, as above.

SCHOOLS AND PARTNERSHIPS WANTED.

A LADY wishes to Purchase the nucleus of a high-class DAY SCHOOL (fees £8-12 per term) in Hampstead. Premises not required. Apply—Mr. TRUMAN'S Educational Agency, 6 Holles Street, Cavendish Square, London, W.

TWO Ladies (both B.A. Lond.) wish to Purchase a good BOARDING AND DAY SCHOOL in a healthy locality. Capital £500, with some Colonial connexion. Apply—Mr. TRUMAN'S Agency, as above.

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Schools and Partnerships Wanted.—*cont.*

A GERMAN LADY of high qualifications and wide experience wishes to take over a good, high-class SCHOOL FOR GENTLEMEN'S DAUGHTERS, at the Seaside or in a good locality near London. Capital £1,500–£3,000. Apply — Mr. TRUMAN'S Agency, 6 Holles Street, Cavendish Square, London, W.

THE Head Mistress of an important School (with capital and connexion) wishes to take over a good BOARDING SCHOOL on the South or South-East Coast, or in a bracing and healthy locality within easy reach of London. Fees not less than £100 per annum. Apply—Mr. TRUMAN'S Agency, as above.

A LADY, who for over 11 years has been Modern Language Mistress in an important Public School, seeks a PARTNERSHIP in a Boarding School (fees £80–£100) on the South or South-West Coast. Capital £600. Apply — Mr. TRUMAN'S Agency, as above.

TRANSFER.

A LADY wishes to purchase the goodwill, &c., of a School where the fees paid by Boarders and Day Pupils are not less than 100 guineas and 30 guineas respectively. For further particulars apply to the DIRECTOR of the **London Educational Agency,** 358 Strand, W.C.

A PRIVATE SCHOOL MASTER (a Graduate and in Orders) wishes to **purchase** good-class **Boys' School** close to London. Capital **available, £500.** A **Partnership** would also be considered. For further particulars apply to the DIRECTOR of the **London Educational Agency, 358 Strand, W.C.** Telephone: 6,790, Gerrard.

GIRL'S SCHOOL for Transfer in one of the largest **Northern cities.** A thoroughly sound investment and only a moderate amount of capital required. For particulars apply to the DIRECTOR of the **London Educational Agency,** 358 Strand, W.C.

OLD-ESTABLISHED, large, and flourishing **Girls' High School** for **Transfer. Number of Pupils** (Day Pupils and Boarders), **200. Annual receipts, £3,000.** In same hands for many years. Principal retiring through ill-health. This School is in a **thoroughly sound condition,** is well known, and bears a **high reputation.** To **two or more Ladies** with **High School experience** and **modern teaching methods** it presents an excellent opening for a **Partnership investment.** For further particulars apply to the DIRECTOR of the **London Educational Agency, 358 Strand, W.C.** Telephone: 6,790, Gerrard.

SCHOOL TRANSFER. — South Coast.—Principal of small high-class School, established 30 years, must find Successor immediately owing to ill-health. Will make very easy terms to suitable Lady. Address—No. 6,291.*

PARTNERSHIPS.

THE Principal of a Boarding School of the highest class, North of London, comprising magnificent premises in large grounds (fees from 90 to 120 guineas), wishes to meet with a Lady with a good high-class connexion and capital and high academical qualifications, as PARTNER or VICE-PRINCIPAL. Exceptional opportunity. For further particulars apply—Mr. TRUMAN'S Educational Agency, 6 Holles Street, Cavendish Square, London, W.

NORTH OF ENGLAND.—THIRD PARTNER (with view to succession) required for good-class Boarding and Day School in large town in the North of England, containing 70 Boarders (fees £40–60 per annum, exclusive of extras) and 38 Day Pupils (6–15 guineas per annum, exclusive of extras). Suitable for a Lady with Boarding connexion and capital. Apply—Mr. TRUMAN'S Agency, as above.

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Prepaid rate: 30 words, 2s.; each 10 words after, 6d. (Use of Office address, 1s. extra.) For latest time for receiving these announcements see front page.

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GYMNASTIC AND SPORTS MISTRESSES.—Drilling, Fencing, Swimming; all the modern Games. English, Swedish, American, and German Systems. Medical Gymnastics, Physiology, Hygiene, Sick-Nursing. Teachers fully trained and competent to teach the above subjects can be engaged for Schools and Colleges. Apply to the LADY DIRECTRESS, Liverpool Gymnasium, Myrtle Street.

GAMES AND GYMNASTIC MISTRESSES with exceptional qualifications can be obtained on application to A. ALEXANDER, Principal, Physical Training College, Southport.

GYMNASTIC AND GAMES MISTRESSES. — Fully qualified Teachers of Gymnastics (Ling's Swedish system) open for Engagement. Medical Gymnastics, Dancing, Swimming, Hockey, Cricket, Net Ball, Gymnasium Games, Physiology, Hygiene. — Miss ANSTEY, The Physical Training College, Halesowen.

TRAINED KINDERGARTEN MISTRESS, Higher Certificate, National Froebel Union, requires Re-engagement in September, in or near London. Two years' experience. Would take Drilling and Handwork in Lower School. Address—No. 6,282.*

GERMAN Lady, Trained and experienced Teacher, Government Certificate, Higher Local in English Literature, wants Post at a Public or English Private School for September. Highest references and testimonials. Address—No. 6,284.*

LADY HOUSEKEEPER, Trained, Certificated, and with long experience in Gentleman's College, desires new Engagement in September. Good Sick-nurse, economical caterer, and correct Bookkeeper. Address—No. 6,285.*

L.R.A.M., Silver and Bronze Medallist, R.A.M., Pupil of Frederick Westlake, F.R.A.M., requires Post as Senior MUSIC MISTRESS for September. Six years' experience. Address—No. 6,286.*

MUSIC MISTRESS desires Non-resident Post. Piano, Violin, Harmony, Solo and Class Singing. L.R.A.M., Silver Medallist R.A.M. Four years' experience. Address — No. 6,290.*

LADY desires Engagement, in School or School Boarding-house (September), as HOUSE MISTRESS or LADY MATRON. High School education, Hospital Training, and experience in Housekeeping. Address—No. 6,293.*

ART MISTRESS.—Drawing, Painting (Oil and Water Colour), Carving, Modelling, and Design. Royal Society Teacher-Artist Certificate. Address—No. 6,295.*

AN ENGLISH LADY, experienced in teaching little Boys, desires a Post in a School or Family in France which would provide facilities for continuing her studies in French. She is competent to teach English subjects to young children. Best references. Address—No. 6,297.*

GERMAN LADY seeks Engagement in School. Partial time for home, with prospect of Private Pupils, or small salary. Good experience. Prepares for all Examinations. Junior French, Needlework. Address—No. 6,299.*

LADY HOUSEKEEPER (Matriculated).—Experienced Gentlewoman (40), recently in charge of large School Boarding-House, seeks similar Re-appointment or Post in College or good School. Very able manager and worker. Understands Health well. Churchwoman. Highest recommendations. Address—No. 6,305.*

FRENCH.—Parisian (Brevet Supérieur) requires Re-engagement, in September, in Public High School—in London or neighbourhood preferred. Good disciplinarian. Fluent English. Experience in English schools. Address—No. 6,300.*

RE-ENGAGEMENT as KINDERGARTEN MISTRESS, charge of Preparatory Class, or Home Teaching. Higher Froebel Certificate. Registered Teacher. Botany, French. Assist Students. Non-resident preferred. Small salary. Address—No. 6,301.*

MUSIC MISTRESS, L.R.A.M. (studied at R.A.M.). Piano, Harmony, Theory, Violin, and Singing. Post required for September. Experienced in preparing for Examinations. West of England preferred. Address—No. 6,304.*

FRENCH.—Parisian Lady (Diplômée, Protestant), experienced in teaching in France and England, desires Re-engagement in School for September, to teach French and Needlework. Address—No. 6,307.*

LONDON B.A. (Div. I., Mathematics, Classics, English) desires Engagement for September, as MATHEMATICAL MISTRESS in Public Day School. Near London preferred. Age 25. High School experience. Registered Column B. Address—No. 6,288.*

REQUIRED, by a Student of Girton College, a Post in Paris as COMPANION-GOVERNESS. Good references given and required. Could prepare Boy for English Public School. Pleasant social life desired. Address—No. 6,289.*

B.SC. LOND. desires Re-engagement, in September. Subjects: Botany, Zoology, Geology, Chemistry, Physics, Nature Study and Brush Work, Modern Languages (studied on the Continent). Thoroughly experienced. Address—No. 6,294.*

WANTED, about 1st February 1905, by Young Irish Lady, Matriculated Trinity College, Dublin, 1903, Position in good French Family or School. Paris or town where Lectures available. Would teach English, elementary Latin or Mathematics in return for Board, Residence, &c. Instruction in French, sufficient time being allowed for her own studies. At present in Paris, where interview could be arranged. Small salary for travelling expenses. References given and required. Address—No. 6,298.*

WANTED, in September, Post as MUSIC MISTRESS. Resident or Non-resident. Two years' experience. Address — No. 6,302.*

FRENCH AND GERMAN. Belgian Lady (Diplômée) seeks Re-engagement, for September, in England or Colony. Protestant. Experienced. Very successful in preparing for Examinations and thoroughly capable of teaching. Address—No. 6,224.*

WANTED, by Lady (Certificated), with experience, Post as TEACHER of ART and PLAIN NEEDLEWORK. German (three years in Germany) could also be undertaken. Address—No. 6,308.*

MUSIC.—Lady seeks Post as VISITING MISTRESS in School, in or near London. Certificated. Public Pianist. Prepares for all Examinations. Ten years' experience in High School. Piano, Theory, Harmony, Counterpoint. Highest references and testimonials. Pianoforte Classes for Beginners. Address—No. 6,312.*

WANTED, for September, a Post in School Post by:—(1) London B.A. Lowered Column B. Four years in Recognized School. Subjects: Classics, Mathematics, elementary Science. (2) London B.A. (Honours). Oxford Teacher's Diploma. English, general Form work, elementary Classics and Mathematics. Address—No. 6,315.

FOR SEPTEMBER.—Head Mistress highly recommends Lady as HOUSEKEEPER or ASSISTANT HOUSEKEEPER in School. Has been with her nearly 8 years. Energetic and enterprising. Good Needlewoman. Excellent testimonials. Address—No. 6,309.*

THE ASSOCIATION OF UNIVERSITY WOMEN TEACHERS recommends highly qualified

ASSISTANT MISTRESSES

with University distinctions (Degree or equivalent), some with good experience.

Open to Engagements:—

Natural Science: (1) Tripos, Class II., and Mathematical Tripos; Chemistry, Mathematics, Botany, Physics, Latin. (2) B.Sc. Lond.; Chemistry, Botany, Physics. (3) B.Sc. Vict.; Chemistry, Physics, Mathematics, Geography, Form subjects, Latin, French, German; *trained.* (4) M.A. Edin.; Mathematics, Botany, Physics, and Chemistry (Armstrong method), Latin, English, German, French, Psychology; *trained.*

Mathematics: (1) Tripos; also English. (2) Tripos, Class II.; also Botany. (3) Tripos, Class II.; also Physics, English, Latin, German, French, Form subjects. (4) Hon. Mods.; also English, French, Latin, Drawing. (5) B.A. Lond.; also French (Hons. Class I.). Latin, English, Botany. (6) B.A. Lond., Div. I.; also Classics. French, English. (7) B.A. Lond.; also English, Latin, Music, Geography; *trained.*

Classics: (1) Tripos, Part I., Class I., Part II. Class II.; also Mathematics, French German, English. (2) Tripos, Parts I. and II., Class II.; also French. (3) Tripos, Class II., and B.A. Lond., Hons.; also English, Mathematics, Geography, German. (4) Tripos, Class II.; also English, Mathematics, Botany, Geography; *trained.* (5) B.A. Lond., Div. I.; also English, French, Mathematics, Botany. (6) M.A. Edin., Hons., Class II.; also English, Mathematics, Logic; *trained.* (7) B.A. Lond.; also Mathematics, French, English; *trained.* (8) B.A. Lond.; also Mathematics, Botany, Hygiene, German. (9) B.A. Lond., Div. I.; also Mathematics, French, English. (10) B.A. Wales, Classical Hons.; also English, Mathematics, Anglo-Saxon, Welsh; *trained.* (11) B.A. Lond.; also Mathematics, English; *trained.*

Modern Languages: (1) Oxford Hons., Class II.; German and French (acquired abroad), English, Games. (2) M.A. Edin.; French (acquired abroad), Latin, English, Mathematics; Geography, German. (3) B.A. Wales; Hons. in French (acquired abroad) and Classics; also English, Botany, Drill, Games. (4) B.A. Vict.; Latin, French, English, Geography, German, Mathematics.

History and English: (1) Hon. School; also German and French (acquired abroad), Geography, Drawing; *trained.* (2) B.A. Lond.; English Hons.; also Classics, French (acquired abroad), Mathematics, Form subjects; *trained.* (3) B.A. Lond.; English Hons., Class II.; also Classics, Mathematics, Science. (4) B.A. Lond. also German and French (acquired abroad), Classics, Mathematics. (5) B.A. Lond.; also Classics, French and German (acquired abroad), Mathematics, Physics, Chemistry; *trained.* (6) B.A. Lond.; also French (acquired abroad), Classics, Moral Science, Mathematics, Chemistry, Physiography; *trained.* (7) B.A. Lond., Div. I.; also Geography, Classics, French, Mathematics; *trained.* (8) M.A. Aberdeen, English Hons.; also French, Latin, Mathematics; *trained.* (9) B.A. Wales, History Hons., Class II.; also French, Latin, Botany; *trained.* (10) B.A. Vict.; also Latin, Mathematics, German, French, Geography; *trained.* (11) B.A. Vict., Div. I.; also Latin, Political Economy, Logic, Mathematics. (12) B.A. Vict.; also Geography, French, Latin; *trained.*

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FRENCH MISTRESS (29).—Protestant, Brevet Supérieur, Certificat d'Aptitude Pédagogique, Université de Paris. Sciences (Chemistry, Botany, &c.), Drawing (model and from Nature), Painting (water-colour), good English, elementary Music, Calisthenics, Games, Needlework. Experienced in the best English Schools.—Mlle. A., The International Agency, 10 Blenheim Street, New Bond Street, W. (No charge to employers.)

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WANTED, by a young Lady who has had four years' experience in Teaching, an Engagement as ASSISTANT MISTRESS, in a High School, in September. Higher Local Certificate. Subjects: Mathematics, French, Literature (Honours). Good references. Address—Miss WATTLEY, 61 Whitbread Road, Brockley, S.E.

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JUNIOR ASSISTANT MISTRESS requires Post in large School. English, French, elementary Mathematics, Drawing, Music, Drilling. Five years' experience in Recognized School. Good disciplinarian. First Class College of Preceptors, Trinity of Music Certificates. £30-£35.—Miss COLEMAN, Belgrave House, Farnborough, Hants.

WANTED, within reach of Newcastle-on-Tyne, Non-resident Post. Good School. Ordinary Form subjects: Music, advanced French, German, English, Scripture. Oxford Higher Local. Qualifying for Registration. Churchwoman. Or any temporary Post (North).—CHAPMAN, Guinness & Co., 88 Westgate Road, Newcastle.

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HOLIDAY ENGAGEMENT wanted by Young Lady, who is engaged in Teaching during the terms, August and September. Willing to travel. Address—No. 6,343.*

LADY MATRON or MATRON-HOUSEKEEPER in School or School Boarding House. Now or September. Good Housekeeper, Manager, and Needlewoman. Experienced with Girls. Excellent testimonials. Salary £40–£50. Address—No. 6,321.*

LADY requires Re-engagement as MATRON or ASSISTANT MATRON in Boarding School or Boarding House connected with School. Three years' experience. Accustomed to assist in preparation of Home Lessons. Good testimonials. Address—No. 6,322.*

GERMAN Lady, Certificated, thorough French, wants Post as LANGUAGE MISTRESS at Recognized School, Non-resident, London or South preferred. Moderate salary. Time for private study required. Address—No. 6,344.*

MISS CLARICE TEMPLE, 83 Chester Square, Belgravia, S.W., introduces Technical Teachers, English and Foreign Mistresses, Governesses, Secretaries, Matrons, Lady Housekeepers, free to Heads of Families and Schools.

INTER. B.SC. requires Post as ASSISTANT MISTRESS with time for study. Newcastle district preferred. Subjects: Mathematics, Science (Armstrong Method), and general English. Experience. Address—No. 6,348.*

GERMAN MISTRESS, Protestant, desires Engagement in School or Family. Experience in Recognized English School as Teacher of German and advanced Music. Very good Certificates and references in England and Germany. Address—A. L. MAHLSTAEDT, Bremen, Humboldtstrasse 156.

EXPERIENCED FORM MISTRESS. Geography through School and responsibility in Lower School Forms. Higher Froebel and Cambridge Higher Local Honours Certificates. (Distinguished in Science and Geography groups.) Registered.—ROGERS, 25 Birrell Road, Nottingham.

ASSISTANT MISTRESS seeks Re-engagement, September. Trained, Certificated. Over five years' experience. Four years in Recognized Schools. English, Mathematics, Latin, Botany. Experienced in preparing pupils for Examinations. Good disciplinarian. Address—No. 6,331.*

ART AND LANGUAGE MISTRESS.—Hanoverian Protestant. Two years with late Principal. Certificates—Ablett's, Art Mistress (S.K.), French (Parisian Diploma). Modern method. Good disciplinarian. — HATRA, Hooper's, 13 Regent Street, London, S.W.

HEAD ENGLISH MISTRESS (29). Registered under Column B. Nine years' experience. Good Music, Piano, Violin, Harmony, Class Singing.—A. B., Mrs. Hooper, 13 Regent Street, Pall Mall. Many others disengaged. List gratis. Full statements of requirements desirable. Established 1880.

PRINCIPAL recommends MUSIC AND LANGUAGE MISTRESS. Piano, Violin, Class Singing, fluent German, French, English (Senior Cambridge), Games (Hockey, Cricket, &c.). £50.—S., Hooper's, 13 Regent Street, Pall Mall. Many others. Every application receives Mrs. Hooper's individual attention. Established 1880. Interviews daily. Telephone—5097.

AS GOVERNESS, HOUSE MISTRESS, or LADY MATRON. Thoroughly experienced. Good organizer. Fluent French, Music, Drawing, Needlework, Games. Highest references. —B. E. S., Mrs. HOOPER, 13 Regent Street, Pall Mall. Many others. Interviews daily. Established 1880.

LADY seeks SECRETARYSHIP to Head Mistress or others. Experienced Shorthand and Typewriting. French (acquired abroad). Cambridge Higher Local. Fond of Games. Address—No. 6,350.*

POSTS VACANT.

Prepaid rate: 30 words, 2s.; each 10 words after, 6d. (Use of Office address, 1s. extra.) For latest time for receiving these announcements see front page.

[**Replies** to advertisements marked * should be sent *under cover* to "The Journal of Education" Office, 3 Broadway, Ludgate Hill, E.C., *in each case accompanied by a loose stamp to cover postage on to advertiser.* Post Cards will *not* be sent on.]

SCHOLASTIC. — SEPTEMBER VACANCIES.—GRADUATES and other English and Foreign Assistant Masters who are seeking appointments in Public or Private Schools should apply (*as soon as possible*) to **Messrs. GRIFFITHS, SMITH, POWELL & SMITH, Tutorial Agents, (Established 1833), 34 Bedford Street, Strand, London, W.C.** Timely notice of vacant appointments will be sent to all candidates.

ST. HELENA'S COLLEGE, HARPENDEN. — Vacancy for STUDENT-MISTRESS. Preparation for Examinations and Training in Teaching. Resident Foreign Mistresses, Visiting London Professors for Pianoforte, Violin, and 'Cello. Moderate premium. Apply—PRINCIPAL.

BUCKS COUNTY EDUCATION COMMITTEE.

Five HEAD MISTRESSES wanted, for proposed Mixed Pupil-Teacher Centres, to be held in temporary premises at Aylesbury, Chesham, High Wycombe, Newport, Winslow. Average attendance estimated at 25. Duties to commence in September, 1904. Salary £150 per annum. Previous experience in Pupil-Teacher Centres essential. Graduates preferred. Mistresses appointed must be responsible for all subjects except Science, Art, and (probably) Needlework.

Applications should be made on Form E 9, and must be sent in by 4th July, 1904.

C. G. WATKINS,
Education Secretary.

Education Office.
Aylesbury.

COUNTY OF SOUTHAMPTON.

ANDOVER GRAMMAR SCHOOL.

SECOND MASTER (unmarried) wanted. Good Chemistry, Physics, and French. Drawing a recommendation. Salary £130 per annum, non-resident. Salary guaranteed by the County Education Committee. For conditions of appointment apply to Rev. J. C. WITTON, Andover.

D. T. COWAN,
Director of Education.

The Castle,
Winchester.

GREY INSTITUTE BOARD.
PORT ELIZABETH,
SOUTH AFRICA.

Wanted, a TEACHER, qualified and competent to teach Woodwork (with its related Drawing) and Gymnastics in the Schools under the control of the above Board.

Applicants must hold proper Certificates of competence in both subjects, and furnish copies of same with their applications, to be sent to the undersigned not later than 30th July next.

Salary £150 per annum. Passage paid.

D. MACLAREN BROWN,
Secretary,
P.O. Box 187,
Port Elizabeth.

May 17th, 1904.

COUNTY SECONDARY SCHOOL (DIVISION A), CALNE, WILTS.—Wanted last week in September (or at half-term in October an ASSISTANT MASTER for a Junior Form Teaching experience necessary. Qualifications Science, Nature Study, or Commercial subjects would be regarded as recommendations, though not essential. Commencing salary, £95. Apply, with copies three recent testimonials, to W. FRANCIS SMITH, B.A. Head Master.

REQUIRED, in Girls' Secondary Day School, a SENIOR ENGLISH MISTRESS. Essential subjects: English Language and Literature, English History, Geography, French, and Latin to Cambridge Senior standard. Must have had experience in Public School. Also a SCIENCE MISTRESS. Essential subjects: Chemistry, Physics, Arithmetic, Algebra, Geometry to Senior Cambridge standard. Address—No. 6,306.*

RAINE'S FOUNDATION SECONDARY DAY SCHOOL, ST. GEORGE-IN-THE-EAST, STEPNEY, LONDON, E.—CHIEF ASSISTANT MISTRESS required, to be responsible for the general supervision and discipline of the Girls' Department, which is being organized as a "Division B" School, with Junior Classes. Must be Registered in Column B and be qualified to teach Physics, Chemistry, and Hygiene or Botany, and must have had actual and successful experience in Laboratory teaching.

Also required several FORM MISTRESSES, Registered in Column B or holding qualifications which would enable them to take part in the practical work of the School as well as in the usual Form subjects. The School Course will include Domestic Economy, with Cookery, Needlework, and Dressmaking, Drawing, Physical Exercises, and Vocal Music. Good Mathematics or Conversational French would be regarded as recommendations.

Commencing salaries: for Chief Assistant, £140; for the Junior positions, from £90 to £105, according to qualifications and experience. Candidates must be unmarried and must be prepared to commence duties on the 13th September next.

Applications, stating age, experience, and qualifications, clearly tabulated on foolscap paper and accompanied by not more than three testimonials, to be sent as soon as possible to the CLERK OF THE GOVERNORS, 123 Cannon Street Road, St. George-in-the-East, London, E.

GREY INSTITUTE HIGH SCHOOL.—Wanted, a JUNIOR ASSISTANT TEACHER (Male), for work in High School standards. Graduate preferred. Salary £130 per annum. Applications to be lodged with the undersigned on or before 30th July next, with qualifications and copies of testimonials. Passage paid.

D. MACLAREN BROWN,
Secretary,
P.O. Box 187,
Port Elizabeth,
Port Elizabeth, 17 May, 1904. South Africa.

OUDTSHOORN, CAPE COLONY.
GIRLS' PUBLIC SCHOOL.

WANTED, for January, 1905, a VICE-PRINCIPAL, with special subject Mathematics. Ability to teach English and Botany desirable. Must have Degree equivalent—essential. Salary £170 per annum. Free passage will be paid. Successful candidate to sign a three years' agreement. Applications should be sent, with full details, testimonials, and photograph, to the undersigned not later than 18th August, 1904.—EDWIN W. G. DEY, Secretary School Board, Oudtshoorn.

WANTED, for September, Resident MISTRESS (for Canada), to teach Mathematics, Geography, English. Degree and experience essential. Salary £100. Send full particulars—Miss WINDSOR, Hollin Knowle, Chapel-en-le-Frith, Derbyshire.

REQUIRED, in September, FORM MISTRESS, for good middle-class School in Llandudno. Good Drawing (Ablett's) and Painting. Music desirable. Salary according to qualifications.—Lansdowne House School, Llandudno.

TWO ASSISTANT MISTRESSES required, for September, in Tasker's Endowed High School for Girls, Haverfordwest, to teach (1) Botany, Geography as special subjects; (2) general subjects in Lower School. Apply—HEAD MISTRESS.

COUNTY DUAL SCHOOL, NEATH.—Wanted, September, ASSISTANT MISTRESS. £100 per annum, non-resident. Qualifications to teach P.-T.'s may be recommendation. Full particulars, subjects offered, &c., immediately to HEAD MASTER.

THE GIRLS' COLLEGIATE SCHOOL, LEICESTER.—KINDERGARTEN MISTRESS wanted, in September, to take charge of Kindergarten and to Train Students. Resident. Must be highly qualified, experienced, and successful. Apply—PRINCIPALS.

SUNNY HILL GIRLS' SCHOOL, BRUTON, SOMERSET.—Wanted, in September, SCIENCE MISTRESS. Mathematics, Botany, General Elementary Science. Salary, £60 to £70 resident. Also FRENCH AND ENGLISH MISTRESS. Good Teacher. Studied abroad. Salary, £50 to £60 resident. Apply—HEAD MISTRESS.

GOVERNESS-STUDENT required in a Recognized School on reciprocal terms. Preparation for Musical or University Examinations. P., 79 Palmerston Road, Bowes Park, London, N.

COUNTY BOROUGH OF SALFORD.

ROYAL TECHNICAL INSTITUTE.

The Education Committee invite applications for the following appointments in connexion with the opening of a new Department in Secondary School work, viz., SECOND MASTER of Secondary School, who must be a Graduate in Arts and have had experience in teaching in a Secondary School, salary £200 per annum; ASSISTANT LECTURER (Graduate) in the Physics Department, salary £130 per annum; ASSISTANT LECTURER (Graduate) in the Chemistry Department, salary £130 per annum; ASSISTANT MASTER in the School of Art, salary £100 per annnum.

Forms of application may be obtained from Mr. O. DUTHIE, Director of Education, Education Office, Chapel Street, Salford, to whom the forms must be returned not later than Thursday, the 7th day of July, 1904.

L. C. EVANS,
Town Clerk.

Town Hall, Salford.
21st June, 1904.

COUNTY OF LONDON.

THE LONDON COUNTY COUNCIL invites application for the Appointment of a Woman ASSISTANT TEACHER, specially qualified to teach History and English Literature at the Stepney Pupil-Teachers' Centre. Application for particulars, marked outside "P.-T. Centres", and accompanied by a stamped, addressed envelope or wrapper, should be made to the CLERK OF THE COUNCIL, Education Offices, Victoria Embankment, W.C.

G. L. GOMME,
Clerk of the London County Council.

County Hall, Spring Gardens, S.W.
June 22nd, 1904.

SPA, BELGIUM.—Pensionnat de Demoiselles. Next term Mme. LECOQ can receive Young Lady capable of teaching English two hours daily for £20 yearly, French and German included. References in England.

AN ART MASTER will be required, in September, for the Cardiff Intermediate School for Boys. Salary £150. Applications, with testimonials, to be sent, before the 30th inst., to the HEAD MASTER, Newport Road, Cardiff.

WANTED, a MISTRESS, to take French, English subjects, and Mathematics in the Wheelwright Grammar School for Girls and Pupil-Teachers' Classes, Dewsbury. Degree or equivalent and secondary experience or training. Salary £110 non-resident. Apply to the HEAD MISTRESS.

REQUIRED, in Recognized School, an ASSISTANT ENGLISH MISTRESS. English subjects and Mathematics up to Junior Cambridge standard, good French, some German, good at Games. State salary (moderate). Also JUNIOR MISTRESS preparing for Registration (mutual terms), and STUDENT with premium (Musical preferred). Good Churchwomen essential. Good at Games a recommendation.—PRINCIPAL, Hillside, 41 Alma Road, Clifton, Bristol.

A YOUNG English Lady can be received for half terms, in a good Home School on the Rhine, if willing to assist with English Conversation. Address—Fräulein HÖCKER, 2 Alleestrasse, Aberlahnstein am Rhein.

WARRINGTON TRAINING COLLEGE.—Wanted, a Resident LECTURER (Lady) in September next. Applicants should state what subjects they are prepared to teach. Higher Arithmetic, Science, and Drill essential. Salary according to qualifications and experience. Apply to the Rev. the PRINCIPAL.

WANTED, in September, a MODERN LANGUAGE MISTRESS for a School. Apply—Miss THOMPSON, The Pines, Ilkley.

COUNTY (DUAL) SCHOOL, PORT TALBOT, GLAMORGAN.—Required, in September, an ASSISTANT MISTRESS to teach English subjects mainly, and elementary Mathematics. Drill a recommendation, and Games. Must be experienced and a good disciplinarian. Age 25 to 30. Salary £90 to £100 non-resident. Apply at once to the HEAD MASTER.

WANTED, in September, Visiting Lady SCIENCE LECTURER. Anatomy, Physiology, Hygiene, First Aid. Seven hours weekly, in mornings. Apply by letter—B., 28 Clanricarde Gardens, W.

COUNTY OF SURREY.

SURREY EDUCATION COMMITTEE.

THE Education Committee of the Surrey County Council have adopted the following scales of salaries for Teachers of all grades in Elementary Schools in the County:—

HEAD MASTERS.*

Class of School.	Average attendance under	Commencing Salary. Consisting of A.—Fixed Initial Basis.	B.—Addition for each Class of School.	C.—Addition for each Year of Approved Service as Head Teacher in County of Surrey.	Increments after each succeeding Year of Approved Service.	Maximum in each Class of School.
I.	40	No Master to be employed in a School of this Class.				
II.	70	£100	£4	£4	£5	£130
III.	100	,,	8	,,	,,	140
IV.	130	,,	12	,,	,,	150
V.	160	,,	24	,,	,,	165
VI.	190	,,	30	,,	,,	185
VII.	220	,,	48	,,	,,	200
VIII.	250	,,	56	,,	,,	225
IX.	280	,,	64	,,	,,	250
X.	310	,,	72	,,	,,	275
XI.	310 over	,,	82	,,	,,	300

HEAD MISTRESSES.*

I.	40	£80	—	£3	£4	£100
II.	70	,,	£4	,,	,,	110
III.	100	,,	8	,,	,,	120
IV.	130	,,	12	,,	,,	130
V.	160	,,	24	,,	,,	140
VI.	190	,,	30	,,	,,	150
VII.	220	,,	48	,,	,,	165
VIII.	250	,,	56	,,	,,	175
IX.	280	,,	64	,,	,,	20
X.	310	,,	72	,,	,,	225
XI.	310 over	,,	80	,,	,,	250

ASSISTANT TEACHERS.

Grade of Teacher.	Maximum Commencing Salary. Men.	Maximum Commencing Salary. Women.	Maximum Salary. Men.	Maximum Salary. Women.	Amount of Increment. Men.	Amount of Increment. Women.
	£	£	£	£	£ s.	£ s.
1. Article 68	—	—	—	50	—	—
2. Articles 50, 51, and 52	65	55	80	70	2 10	2 10
3. Certificated Assistants, 3rd Division	80	70	115	95	2 10	2 10
4. Certificated Assistants, 1st–2nd Division (untrained)	85	75	120	100	4 0	3 0
5. Certificated Assistants (College trained)	90	80	130	110	4 0	3 0

* In making future appointments and promotions of Head Teachers, or in making recommendations in regard to the same to the Managers of Voluntary Schools, the Committee intend to confine themselves to the ranks of Certificated Teachers who are now, or subsequently may be, in the service of the county. Teachers desirous of being placed upon the County Register should send in their applications, enclosing stamped envelopes for form of application, and marked "T." on the outside of the envelope, to H. MACAN, Secretary, St Ives, Kingston-on-Thames.

TO ASSISTANT MISTRESSES.

SEPTEMBER (1904) VACANCIES.

Messrs. GRIFFITHS, SMITH, POWELL & SMITH, Educational Agents (Estd. 70 years),. 34 Bedford Street, Strand, and 22 Henrietta Street, Covent Garden, London, W.C., invite immediate applications from well qualified ***English and Foreign*** Assistant Mistresses for the following Appointments :—

Head Mistress for important High School in Ireland. Graduate essential. Member of Church of England or Ireland. Experienced. Salary £120 non-resident and share of school fees and results.—No. 922.

Science Mistress for County School. Botany, Chemistry, Physics. Graduate preferred. £110 non-resident.—No. 921.

Trained Mistress required for one of the most important Schools in London. Candidates must have a Degree or equivalent. Salary not stated.—No. 951.

English Mistress for small first-class School in Somerset. English, good French (gram. and conv.), Drill, and Drawing. £60 resident.—No. 948.

Form Mistress.—Qualified to teach Botany, French (conversational), and English. Training or experience essential. £65 resident.—No. 947.

Mistress for County School. Botany, Domestic Economy, Drawing, and French. £120 non-resident.—No. 950.

Music Mistress for County School. Piano, Singing; also one or two subsidiary subjects. £90 non-resident.—No. 949.

Form Mistress for County School. Latin or Commercial subjects desired. 174 pupils; 14 teachers. £100 non-resident.—No. 878.

English Mistress to prepare pupils for exams. London Graduate preferred. Church of England. £60 resident.—No. 864.

Assistant Form Mistress for Secondary Day School. £100 non-resident.—No. 862.

Senior Mistress for County School. Graduate (or equivalent) essential. French for higher forms; also English or History. Must be qualified under Board of Education to take Drawing. £130 non-resident.—No. 850.

Assistant Mistress, mainly for English and elementary Mathematics. County School. £100 non-resident.—No. 847.

Junior Mistress to take French, History, and Form subjects. Salary £95 non-resident. Graduate (or equivalent) desired.—No. 851.

Technical Mistress for high-class Private School. Salary £60 resident.—No. 874.

English or Foreign Lady for good German, Drilling, Games, and junior Music. First-class School (seaside). Good salary resident.—No. 876.

Assistant Mistress to conduct Classes, chiefly in Natural Science. Important Technical School near London. £120 non-resident.—No. 870.

Assistant Mistress for County School. Chemistry, French, and Junior Subjects. £90 non-resident.—No. 890.

Mistress for important London School. Nearly 200 pupils. English, French, Psychology, History of Education, Mathematics. £70 resident, £110 non-resident.—No. 843.

English, Arithmetic, Mathematics, Science. Seaside School. Training or experience necessary. £60 resident.—No. 781.

Mistress to take the head of an Elementary School in Natal. Must be Certificated and Trained for elementary teaching. £60, and passage paid.—No. 770.

Graduate (or equivalent) for Private School at Seaside. English, Latin, Mathematics, Science. £60 resident.—No. 771.

Vancouver.—English or Foreign Lady for French, German, and Mathematics. £75 resident.—No. 756.

Assistant Mistress, who should be qualified in Botany, Zoology, and elementary Mathematics. Important Training College. £60 resident.—No. 755.

Science Mistress for well known College in North of England. Nature Study, Chemistry (elementary), Physics, Mathematics. Salary from £60 resident.—No. 689.

Kindergarten Mistress. Must be fully qualified. £80 non-resident.—No. 694.

Resident Mistress, for School in Hampshire. History, Literature, Mathematics. Church of England. Salary £70.—No. 690.

Head Assistant Mistress for Boarding School in Canada. Mathematics, French, and German. Must be Certificated. Church of England. £60 res.—No. 660.

Music Mistress, with elementary Violin. Seaside School. £50 resident.—No. 695.

Kindergarten Mistress for High School. Swedish Drill and Ablett's Drawing. £50 resident.—No. 708.

Fourth Form Mistress for Grammar School, near London. £80 non-resident.—No. 565.

Mistress to prepare Pupils for London Matriculation and Cambridge Locals. Graduate or Intermediate B.A. or Intermediate B.Sc. preferred. Latin and Mathematics. Fair salary.—No. 880.

Art Mistress. French or English Lady. Advanced Drawing and Painting, and to help with English and French. Fair salary.—No. 827.

First-rate French Mistress for School at Seaside. Must hold good Diplomas. £50 to £60 resident.—No. 736.

Form Mistress for High School. Special subjects: French and Ablett's Drawing. £50 resident.—No. 836.

Head English Teacher for high-class Private School. Must speak French. Botany desirable. £50 resident.—No. 833.

Graduate (or equivalent) for Private School. Botany, Languages, and English. £50 resident.—No. 821.

Science Mistress for London School. Chemistry, Physics, Mathematics. Fair salary non-resident.—No. 786.

English or Foreign Lady as Language Mistress. French and German. London School. Salary about £40 to £50 resident.—No. 787.

Mathematical and Science Mistress for School on South Coast. Fairly good salary resident.—No. 785.

Games and Gymnastic Mistress for important College. Adequate salary to suitable Teacher.—No. 811.

Mistress to take English subjects in Junior Form and French throughout the School. Public Recognized School near London. £50 resident.—No. 806.

Form Mistress to take higher Mathematics and also Latin and some Music. Recognized School. Nonconformist preferred. Fair salary.—No. 824.

English, French, Botany, Geometry, Algebra. Recognized School at Seaside. £45 resident.—No. 937.

Trained and Certificated Kindergarten Mistress to prepare Pupils for Higher Froebel Examinations. £45 resident.—No. 902.

Two non-resident Mistresses for High School. (1) Botany and Geography. Salary £70. (2) Arithmetic, English, and Needlework. £60.—Nos. 883 and 884.

English Mistress with Ablett's Drawing. First-class School. 90 Boarders, 20 Teachers. £45 resident. Church of England.—No. 877.

Mistress to prepare Pupils for Higher Local in Groups A, B, or C. £45.—No. 814.

English and Mathematics. London Graduate or Undergraduate preferred. Fair salary resident.—No. 715.

Head English Teacher for Private School in Surrey. £45 resident.—No. 783.

French (good), Drawing, Painting, and elementary Mathematics. Recognized School. £45 resident.—No. 780.

French Mistress for French and Needlework. First-class School in North of England. Good salary resident.—No. 688.

Foreign Mistress for French and German. Recognized School. £45 resident.—No. 683.

First Music Mistress for large College. Piano and Violin or Class Singing. Must have had good training. Liberal salary resident.—No. 646.

Science Mistress for important College in Ireland. Graduate desired. Good salary. Extra salary for Mathematics.—No. 645.

Second Form Mistress.—One preferred who has had some Kindergarten training. Fair salary. Seaside School.—No. 576.

Third Form Mistress for important School (seaside). Trained teacher desired. History and Literature throughout the school. Fair salary.—No. 575.

Mathematics and Science.—Must be qualified to teach under Board of Education. Latin and French to Senior Cambridge. £45 resident.—No. 644.

Music Mistress to prepare for Exams. Piano, Harmony, Singing. Experienced. £45 resident.—No. 612.

English Mistress who must either be Registered or qualified for Registration. Experience desired. £45 resident.—No. 543.

French or Swiss Protestant for Family in Athens. English, French, German, Drawing, Music. Salary £70 and travelling expenses.—No. 409.

Music and Art Mistress for good School in Scotland. Fair salary resident.—No. 535.

Latin, Mathematics, and Science. Also subjects for Forms IV. and V. Recognized School. £45 resident.—No. 665.

English, and elementary Mathematics and Latin. Training or experience essential. £40 resident.—No. 717.

Piano, Violin, Solo and Class Singing. Must hold good Certificates. £40 resident.—No. 552.

Assistant Mistress, with Botany as special subject. Public Recognized School. £40 resident.—No. 407.

French, German, English, Drawing. Recognized School. £40 resident.—No. 917.

English Mistress, with Arithmetic and French. Certificated and experienced. £40 resident.—No. 911.

English, Arithmetic, Science, and Drawing. Recognized School. £40 resident.—No. 907.

Music Mistress.—Piano, Harmony, Violin, Singing. Must have good Certificates. £40 resident.—No. 901.

Experienced English Mistress for Seaside School. French, Drawing, and Painting. £40 resident.—No. 894.

English and Language Mistress for Public School in London. Fair salary.—No. 861.

Two English Mistresses for School at Buxton. Must be well qualified. Salaries £40 respectively.—No. 855.

Music Mistress. Piano, Theory, Harmony, Solo and Class Singing. £40 resident.—No. 854.

Experienced Music Mistress for Public High School. Piano and Violin. Salary up to £ non-resident.—No. 952.

Gymnastic Mistress. Must be Certificated. Assistance with other subjects desirable. £40 resident.—No. 846.

Junior Mistress, to take Lower Form Work. Must speak French. £40 resident.—No. 834.

Well qualified Music Mistress. Piano, Class Singing. Harmony. £40 resident.—No. 826.

English Mistress with fluent French, some Music, London School. £40 resident.—No. 807A.

English Mistress for Public College, some French. £40 resident.—No. 803.

Mistress to take Latin for Higher Local and Mathematics for Senior Cambridge. No supervision duty. Day School. £40 resident.—No. 777.

English and Mathematics. £40 resident.—No. 767.

French or Swiss Protestant for French and German. £40 resident.—No. 718.

300 other resident and non-resident vacancies, in Public and Private Schools, for English and Foreign, Senior and Junior, Assistant Mistresses.

70 Student-Governesses also required for superior Schools on mutual terms, namely :—Board, Residence, and Educational advantages in return for service

A complete List of Vacant Appointments in Public and Private Schools will be sent by **Messrs. GRIFFITHS, SMITH, POWELL & SMITH** to English and Foreign Assistant Mistresses on application.

N.B.—*Assistant Mistresses, when making application to Messrs. Griffiths, Smith, Powell & Smith for particulars of the above Appointments or for a list of Vacancies, should state the Subjects they would undertake to teach, age, experience, whether they are Graduates (or equivalent) or hold other Certificates, and should also enclose names of referees and copies of Testimonials.*

SCHOOLS TRANSFERRED AND VALUED.

(This Department is under the Entire Management of one of the Partners of the Firm.)

Address—34 BEDFORD STREET, STRAND, LONDON, W.C.

Telegraphic Address; "SCHOLASQUE, LONDON."

WOOLWICH POLYTECHNIC.

Principal—WILLIAM GANNON, M.A.

The Governors invite applications for the Appointment of an ASSISTANT TEACHER (Lady), to conduct Classes (chiefly in Natural Science subjects) in the Day Secondary School, and at other times. Commencing salary, £120 per annum. Duties commence early in September.

Further particulars and Forms of Application may be obtained from the Principal on receipt of a stamped addressed foolscap envelope. Last day for receiving applications is 12th July. Canvassing members of the governing body is prohibited.

A. J. NAYLOR,
June 23rd, 1904. Clerk to the Governors.

MISTRESS, GYMNASTIC AND GAMES (Resident) wanted, on 26th September next, for Ministers' Daughters' College, Edinburgh. Elementary Music or Junior Form work must also be undertaken. Apply, stating age, salary expected, and references to ARCHIBALD LANGWILL, C.A., Hon. Secretary, 88 George Street, Edinburgh.

CHICHESTER (BISHOP OTTER) TRAINING COLLEGE FOR ELEMENTARY-SCHOOL MISTRESSES.—Wanted, September 1st, Resident GOVERNESS. Churchwoman. Botany, Zoology, elementary Mathematics. Initial salary £60, or more if fully qualified. Apply—THE PRINCIPAL.

ABROAD.—Resident MISTRESS, Mathematics and Latin up to Matriculation and Intermediate, Degree preferred but not essential, experienced disciplinarian, good Churchwoman, for St. Anne's Diocesan College, Maritzburg, Natal. Salary £80. No expenses. Passage on three years' agreement. Apply, with full particulars, to the LADY WARDEN, St. Michael's School, Bognor.

MALMESBURY SECONDARY SCHOOL AND PUPIL-TEACHER CENTRE.—Wanted, after Summer Holidays, an ASSISTANT MASTER. Commencing salary, £100 Applications, stating age, qualifications, and experience, with copies of testimonials, to be sent not later than 2nd July to Rev. F. H. MANLEY, Great Somerford Rectory, Chippenham.

IPSWICH MIDDLE SCHOOL.

WANTED, in September, MODERN LANGUAGE MASTER (French and German, Direct Method). Apply immediately, with copies of three recent testimonials, to HEAD MASTER.

FESTINIOG COUNTY (INTERMEDIATE) SCHOOL.—The Local Governors invite applications for the Post of MISTRESS at the above School. Salary £120 non-resident.

Candidates must possess a Degree. Latin and English are essential subjects. Applications, stating age and experience, and copies of not more than three testimonials, to be sent to the HEAD MASTER by July 9th.

R. O. JONES & DAVIES,
Solicitors, Blaenau-Festiniog,
June 23rd, 1904. Clerks to the Governors.

SCIENCE MISTRESS wanted, in September. Special subjects: Chemistry and Botany. Degree or equivalent. Churchwoman. Non-resident. Apply, with full particulars, to HEAD MISTRESS, Liverpool College for Girls, Grove Street, Liverpool.

COUNTY SCHOOL, CARNARVON.—SCIENCE MASTER wanted, in September, for Chemistry and Physics. Must be a graduate in Science, a good Teacher, and disciplinarian. Commencing salary £150–£160. Apply to the HEAD MASTER.

COUNTY SCHOOL, LLANDILO.—Wanted, September next, SENIOR MISTRESS. Graduate and experienced. Essential subjects: French (conversation and grammar), English language and Literature. Games and Drill highly desirable. Salary up to £120 non-resident. Applications, with all particulars, to HEAD MASTER.

RESIDENT ASSISTANT MISTRESS for Drawing (Ablett, Divisions II., III., IV.) and Needlework (London Institute system preferred), wanted in September. Some other subjects desirable. Apply—PRINCIPALS, Stanmore School, Weston-super-Mare.

GIRLS' COLLEGIATE SCHOOL, PIETERMARITZBURG, NATAL, SOUTH AFRICA.—MUSIC MISTRESS wanted to teach Class and Solo Singing, Pianoforte, and Theory of Music. The Lady appointed must have studied at a German Conservatorium, or be a Licentiate or Associate of the Royal Academy of Music, London, and must have made a special study of Singing. Salary £90, £100, £110 for three years, with board and residence. Passage out paid. Applications, by letter only in the first instance, with copies of testimonials (which will be returned), names of referees to whom the applicant is personally known, and full information as to age, qualifications, experience, and religious denomination, to be sent to Miss STEWART, c.o. Miss Walker, St. George's Training College, 5 Melville Street, Edinburgh.

CLASSICAL MISTRESS, with some Mathematics, or good bright English, and charge of Form, required for September. Games if possible. Address—Miss MOBERLY, Central N.-C. High School (G.P.D.S.Co.), Eskdale Terrace, Newcastle-on-Tyne.

STUDENTS prepared for the National Froebel Union Examinations and Cambridge Higher Local. Special terms to fill vacancies in September. Stamford Hill High School and Kindergarten (Recognized for the purposes of Teachers' Registration). Apply—Miss RICHARDS, 122 Stamford Hill, N.

KING'S HIGH SCHOOL, WARWICK.

Wanted, in September:—

(1) A SCIENCE MISTRESS. Elementary Physics and Advanced Botany. Salary £120.

(2) AN ART MISTRESS. One able to offer other subjects preferred. Salary according to qualifications.

Both ladies must be highly qualified and experienced.

Apply—HEAD MISTRESS.

EXETER HIGH SCHOOL FOR GIRLS.—Wanted, for September, MISTRESS to take charge of Boarding House. For terms apply—Messrs. DAW & SON, 13 Bedford Circus, Exeter.

BOROUGH OF SWINDON.

EDUCATION COMMITTEE.

SWINDON AND NORTH WILTS TECHNICAL SCHOOL.

Principal—G. H. BURKHARDT, M.Sc.

The Committee require early in September next the services of a TEACHER OF DOMESTIC SUBJECTS, including Cookery and Dressmaking. Salary £100 a year.

Form of application, which must be returned by the 12th July, from W. SEATON,
Education Office, Secretary.
Town Hall, Swindon.

EXPERIENCED Lower School MISTRESS wanted, in September, in Girls' Public Day School. Good discipline essential. Preference given to one who can offer good Needlework, Drawing, or Class Singing. Apply by letter, stating age, experience, and salary required, to HEAD MISTRESS, Kensington Park High School, 21 Colville Square, W.

WANTED, in September, a fully-qualified KINDERGARTEN MISTRESS, Trained and experienced, able to teach Class Singing and Drill to Seniors and to train Kindergarten Students. Churchwoman. Address, enclosing photo and testimonials.—HEAD MISTRESS, Merchant Taylors' Girls' School, Crosby, Liverpool.

RUNCORN INSTITUTE SCHOOL
(SECONDARY SCHOOL, DIVISION A).

Wanted, for September, an ASSISTANT MISTRESS for Art, French (oral), and general Form work. Previous experience essential. Salary £80 per annum.

Applications, stating age, qualifications, and experience, to be sent to JOHN W. LIGHTBURN, Town Hall, Runcorn, before July 11th.

EDGBASTON CHURCH OF ENGLAND COLLEGE.—Wanted, for September, SCIENCE AND GEOGRAPHY MISTRESS (Oxford or Cambridge preferred), Non-resident. Elementary Mathematics desirable. Apply, with full particulars—HEAD MISTRESS, College, Calthorpe Road, Birmingham.

Assistant Masters, Private Tutors, Teachers of Special Subjects, &c.

THE LONDON EDUCATIONAL AGENCY

(Under the personal management of a former Public-School Master),

358 STRAND, W.C.

SEPTEMBER VACANCIES in Public and Private Schools, Private Tutorships, &c.—ASSISTANT MASTERS (English and Foreign), PRIVATE TUTORS, TEACHERS OF SPECIAL SUBJECTS, &c., seeking Appointments are asked to communicate as soon as possible with the DIRECTOR of the above Agency. Commission Fees only 3 per cent. Telegrams—"Edumedicus, London." Telephone—6790 Gerrard.

Governesses and Assistant Mistresses, &c.

THE LONDON EDUCATIONAL AGENCY

(Under the personal management of a former Public-School Master),

358 STRAND, W.C.

SEPTEMBER VACANCIES in Schools and Families.—GOVERNESSES, ASSISTANT MISTRESSES, TEACHERS OF SPECIAL SUBJECTS, &c., desirous of securing Appointments, are asked to communicate as soon as possible with the DIRECTOR of the above Agency, in order that their qualifications, &c., may be brought to the notice of the Principals of Schools, &c., by means of a printed List shortly to be issued. No Registration Fee. Commission Fees only 3 per cent. Telegrams—"Edumedicus, London." Telephone—6790 Gerrard.

SENIOR and JUNIOR MISTRESSES required, in September. Important School. Graduates (or the equivalent) required in both cases. The Senior Mistress will be responsible for the French of the Upper Forms (residence abroad will be a strong recommendation) and part of the English Work, and, in addition, should be qualified under the Board of Education to take charge of the Drawing (Freehand and Model). **Commencing salary, £130.** The Junior Mistress will be required to teach French, History, and general subjects to the Lower Forms, and, in addition to the Needlework, should be qualified to teach Drawing, **Commencing salary, £95**. In each case a Lady is looked for who has had experience in teaching, is a good disciplinarian, and takes an interest in Games. For further particulars apply to the DIRECTOR of the **London Educational Agency,** 358 Strand, W.C.

ASSISTANT MISTRESS required, early in September, for a London Secondary Day School. Ability to teach **Natural Science** subjects will be the principal qualification. Commencing salary, **£120.** For further particulars, &c., apply to the DIRECTOR of the **London Educational Agency,** 358 Strand, W.C.

RESIDENT ASSISTANT MASTER required, for high-class Private School. **French** (Conversational) and **elementary German,** in addition to usual subjects. Athletics and Music a recommendation. Commencing salary **£70,** with board and rooms. For further particulars apply to the DIRECTOR of the **London Educational Agency,** 358 Strand, W.C.

RESIDENT GOVERNESS required for September 1st. Churchwoman essential. Preference given to one who is specially qualified to teach and to direct the practice of the Students in **Nature Study.** Salary £60 and upwards (according to qualifications), with board and residence. For further particulars, &c., apply to the DIRECTOR of the **London Educational Agency,** 358 Strand, W.C.

ASSOCIATION OF UNIVERSITY WOMEN TEACHERS. — Teachers with University qualifications (degree or equivalent), requiring posts in Public or Private Schools, are invited to Apply to the Secretary. No commission is charged when work is obtained through the Registry, but *continued* membership is expected. Subscription 5s. per annum. State full particulars in applying to the SECRETARY, 48 Mall Chambers, Kensington, W.

CAN any Schoolmistress thoroughly recommend an ART MISTRESS (Visiting)? She must be an Exhibitor, a systematic Teacher, a good disciplinarian, and know something, at least, of the history of Art. Address—No. 6,281.*

VACANCY, in September, for STUDENT, in a good London Girls' School (Recognized). Preparation for Froebel Union Examinations, L.R.A.M., or Higher Local. Good previous education necessary. Premium required. Address—No. 6,283.*

SENIOR MISTRESS (Resident) required, in Recognized School, Yorkshire. Degree or equivalent necessary. General Form subjects, Mathematics. Also MISTRESS for Lower Form work and Nature Study. Trained. Salary and full particulars. Address—No. 6,287.*

KINDERGARTEN MISTRESS, fully Trained and experienced, required in September to start Classes in connexion with Recognized Secondary School. Churchwoman. Drill and Gymnastics, Drawing or Needlework, and Games desirable. Salary £90–£100 according to qualifications and experience. Address—No. 6,292.*

KINDERGARTEN MISTRESS. Higher Froebel Certificate. Drawing (Ablett's). Share supervision. Field Games. Resident Post, near Liverpool. Address—No. 6,296.*

RESIDENT KINDERGARTEN MISTRESS, with good Music, wanted, for September, in small Private School, near London. Write, giving age experience, salary required, and reference, to No. 6,303.*

ASSISTANT MISTRESS wanted for Private School. English and Science. Degree or equivalent. Resident or non-resident. Address—No. 6,310.*

ASSISTANT MISTRESS wanted (September) for a small Private School (Recognized), to teach the Piano and to help in Class Work. South Wales. Resident. Address—No. 6,311.*

WANTED, for September, in London High School (G. P. D. S. C.), MISTRESS for Form V. with advanced Drawing and Painting (Ablett), Art Master's Certificate. Also MISTRESS for Preparatory Department. Experience in each case desirable. State age and salary desired. Address—No. 6,313.*

REQUIRED, in September, Resident MISTRESS, to teach Cookery and to take some English in Lower Forms. Games desirable. Address—No. 6,314.*

GOVERNESS-STUDENT wanted in small high-class School, S.E. German Principal. Preparation for Senior Associated Board, if musical, or for Senior Cambridge. Small premium. Address—No. 6,334.*

RESIDENT ASSISTANT MISTRESS wanted in September, in high-class Private School. Good English, Latin, Mathematics, and Botany. Experienced or Trained. Address—No. 6,332.*

WANTED, ENGLISH MISTRESS with Latin, Mathematics, and Games. Also KINDERGARTEN MISTRESS with Ablett's Drawing for Examinations, and Drill, in Private High School. Free Church women preferred.—Miss GILFILLAN, Luton, Beds.

WANTED, in September, MISTRESS in superior Girls' School, with experience in teaching. English, Mathematics, Latin, &c. M.A. or B.A. State qualifications, training, experience, age, salary. Address—No. 6,329.*

WANTED, HEAD MUSIC MISTRESS, L.R.A.M. Class Singing. Experienced. Share supervision and games.—5 Argyle Road, Southport.

EASTBOURNE LOCAL EDUCATION AUTHORITY.

GIRLS' MUNICIPAL SECONDARY SCHOOL.

Wanted, in September, SECOND MISTRESS. Degree or equivalent. Special subjects: Science, Mathematics. Public School experience and good discipline essential. Salary £100. Applications, with copies of three recent testimonials, to be sent on or before 10th July to the HEAD MISTRESS, 38 Grove Road, Eastbourne.

H. W. FOVARGUE,
Town Clerk and Secretary.

Eastbourne,
25th June, 1904.

REQUIRED, in September, in Boarding School, Resident ENGLISH MISTRESS. Subjects: good Arithmetic, elementary Mathematics, Needlework, ordinary English subjects. If desired, time with assistance could be given for private study. Address—No. 6,349.*

REQUIRED, in October, for Girls' School, Edinburgh, experienced MISTRESS, to undertake responsibility in Lower School and continue Junior Form work on Kindergarten lines. Kindergarten Training desirable. Address—No. 6,345.*

FIRST ENGLISH MISTRESS required, in September, in Girls' Boarding School (Recognized) on East Coast. Subjects: History, Literature, Arithmetic. Some Mathematics, Latin. Degree or equivalent. Registration, good discipline essential. Address—No. 6,320.*

LADY MATRON wanted, in September, for Boarding House in Secondary Girls' School. Address—No. 6,324.*

CLASSICAL MISTRESS (Non-resident) wanted, in Girls' High School, North of England. Degree, good discipline, and experience are essential. Must be able to take ordinary English subjects. Some Arithmetic desirable. Address—No. 6,325.*

WANTED, in September, in Public High School, near Liverpool, a FORM MISTRESS. Essential subjects: English and Mathematics. Class Singing desirable. Address—H. M., 175 Friern Road, East Dulwich.

COUNTY SCHOOL, WOLVERTON, BUCKS.—FORM MISTRESS required, in September. Needlework desirable. Mixed School. Salary £100, increasing by £5 to £130. Apply to HEAD MASTER.

S. STEPHEN'S HIGH SCHOOL, CLEWER, WINDSOR.—Required, in September, an experienced JUNIOR FORM MISTRESS. Churchwoman. Games desirable. Apply—SISTER-IN-CHARGE.

WANTED, SENIOR ENGLISH MISTRESS for good Seaside School. Senior Cambridge Certificates. Churchwoman. Other excellent vacancies for Schools and Families.—Miss TEMPLE'S AGENCY, 83 Chester Square, Belgravia, S.W.

WANTED, for September, in good School (Recognized), a Resident ASSISTANT TEACHER (Registered or able to Register preferred). Special subjects: Mathematics, some English, and Botany. Also a Resident ASSISTANT MUSIC TEACHER (L.R.A.M.) Preference given to one who Sings or has knowledge of Violin. Apply, giving in each case full particulars, age, salary required, and references, to No. 6,341.*

CIRENCESTER HIGH SCHOOL FOR GIRLS.—Wanted, in September next, a PRINCIPAL MISTRESS. Commencing salary £150, with prospect of increase. A Degree or its equivalent essential. In January the School will probably be incorporated with the Cirencester Grammar School, and work as part of a Dual School. Further particulars, can be obtained from, and applications made to A. C. K. TOMS, Esq., M.A., the Grammar School, Cirencester.

VACANCIES, in September, for Two STUDENTS at special fees. Preparing for Examinations. Apply—HEAD MISTRESS, Priory House School, 57 Clapton Common, N.E.

THE UNIVERSITY OF LIVERPOOL.

ASSISTANT LECTURER IN DEPARTMENT OF EDUCATION.

(*Primary and Secondary Training.*)

The Council of the University of Liverpool is about to appoint a Lady as ASSISTANT LECTURER IN EDUCATION.

Candidates must have passed the examinations for a Degree in Honours, and have experience of Teaching. Evidence of special qualification to give instruction in the Methods of Teaching some one of the subjects of the Secondary curriculum will carry weight, as will the possession of a Diploma in Teaching awarded by a British University.

The successful candidate must be prepared to enter upon her duties not later than October 1.

Applications should reach the REGISTRAR OF THE UNIVERSITY by the 8th July. Original testimonials must not be sent. Stipend £150 per annum.

WANTED, in High School, KINDERGARTEN MISTRESS, fully Certificated, able to train Students, Musical. Also FIRST FORM MISTRESS, with History or Science in Higher Forms. Resident. Churchwomen. Address—No. 6,338.*

WANTED, in Public High School, MISTRESS for MATHEMATICS. Oxford Hon. Mods. preferred. Also FORM MISTRESS for German and History. Experience essential. Resident. Address—No. 6,339.*

VACANCY in Public High School for MUSIC STUDENT preparing for L.R.A.M. Able to teach beginners. Advanced Lessons and time for practice. Resident. Churchwoman. Address—No. 6,340.*

WANTED, in September, a Lady as Resident MUSIC MISTRESS, in superior Girls' School. L.R.A.M. preferred, with experience in preparing for A.B. Examinations. State qualifications, training, experience, age, and salary. Address—No. 6,330.*

WANTED, in High School, Resident ASSISTANT MISTRESS for French. Englishwoman with University qualifications who has lived abroad. Fluent conversation. Modern methods. Able to prepare for Scholarship Examinations and Higher Local Honours. Address—No. 6,337 *

WANTED, in high-class School on South Coast, Resident STUDENT-TEACHER. Preparation for Musical or University Examinations. School Recognized. Small premium towards board. Address—No. 6,335.*

MATHEMATICAL MISTRESS. Non-resident, required in September, in large Public Secondary Day School. Some knowledge of Physics necessary. Churchwoman. Address, with full particulars—No. 6,336.*

GLAMORGAN COUNTY COUNCIL.

EDUCATION COMMITTEE.

The Glamorgan Education Committee requires the services of an ART TEACHER, to conduct Day Classes in the Secondary Schools of the County.

The salary offered is £130 per annum, with actual travelling expenses on approved scale. This may be supplemented if the Teacher appointed undertakes evening work (which is optional) at the Committee's Art Classes. The Committee, however, does not bind itself to provide such work, and the Teacher will not be permitted to undertake work except for the Committee.

Applications, stating age, with full particulars as to qualifications, should be sent to the undersigned on or before July 9th, 1904.

JOHN JAMES, M.A., B.Sc.,
Chief Education Official

Education Department,
Westgate Street, Cardiff.

TOO LATE FOR CLASSIFICATION.

FOR TRANSFER.—Good GIRLS' SCHOOL, splendidly equipped and up-to-date. Excellent premises. Day Pupils and nucleus of Boarding School, together with school and household furniture, including four good pianos, fitted linoleums, and fixtures throughout, £150. Photos. and fullest information. Address—No. 6,351.*

*** Replies to these advertisements should be addressed "*No.* ——, *The Journal of Education, 3 Broadway, Ludgate Hill, E.C.*" Each must contain a *loose* stamp to cover postage on to advertiser. *Post Cards* will NOT be sent on.**

SEPTEMBER VACANCIES.

Mr. TRUMAN has been instructed to select and put forward candidates for a large number of important Vacancies for **ASSISTANT MISTRESSES**, from which the following are selected :—

ENGLISH.

Head English Mistress required for high-class Private School in Eastbourne to teach English subjects, Arithmetic, Algebra, and Latin. Good qualifications and experience. Churchwoman. Res., *from* £60 —A 4294.

Head English Mistress required for Recognized School in the North. Advanced History, Literature, and Arithmetic. Degree or equivalent. Good experience. Churchwoman. Res., £75–£80.—A 4097.

English Mistress required for Church Public School. Advanced History and Geography. Good Churchwoman, with Training or good experience. Res., £50–£60.—A 4110.

English Mistress required for Training College. Good English and French, Language and Literature. Degree or equivalent and good experience essential. Res., £75–£100.—A 4426.

Fifth Form Mistress required for County School. General Form subjects, with good Geography. Degree or equivalent. Experience or Training. Non-res., £100.—A 4196.

Mistress required for Form V. B in large Public School. Registered Teacher essential. Non-res., £100.—A 4317.

Mistress of Method required for Training College to teach Logic, Psychology, and Theory of History and Education. Good qualifications and experience essential. Res., £75–£100.—A 4229.

English Mistress required for high-class Public School. Advanced English (B.A. Honours standard), History, Elocution, and Geography. Experienced. Non-res., £100–£110.—A 4318.

English Mistress required for good Private School. Advanced English, Literature, Composition, &c., and Mathematics. Experienced. Res., £60–£70.—A 4213.

Second Form Mistress required for Public High School in London. General Form subjects, with Arithmetic, some Science and Games. Good qualifications and experience with large classes of young children. Non-res., £90, increasing.

Form Mistress required for Mixed Grammar School to teach a class of Boys and in Pupil-Teachers' Centre. General elementary subjects and Needlework. Qualified for Register. Churchwoman. Res., £65–£75.—A 4362.

Head English Mistress required for small Recognized Private School. Advanced English, French, and Botany. Experienced. Res., £50.—A 4253.

Form Mistress required for County School. Good General Form subjects and good experience. Non-res., £100.—A 4357.

Form Mistress required for Private School. English and Mathematics for Senior Local. Non-conf. Res., £40.—A 4350.

Assistant Mistress required for Recognized Private School to teach good Mathematics, Ablett's Drawing, Needlework, Games. Experienced. Res., £40.—A 4099.

Fourth Form Mistress required for Public School. English subjects, some French, able to accompany for Singing. Experienced. Non-res., £100.—A 4071.

Assistant Mistress required for Convent School. English Language, German, Mathematics. R.C. Res., £20.—A 4352.

Assistant Mistress required for high-class Private School in London. English, with Arithmetic, Needlework, and French. Churchwoman. Experienced. Res., £30.—A 4214.

Form Mistress required for good Private School. Latin, Mathematics, and Geography for Senior Locals. English subjects. Experienced Inter. Arts or equivalent. Res., £40–£45.—A 4367.

CLASSICS.

Classical Mistress required for Public School. Degree and experience essential. Res., £80.—A 4137.

Classical Mistress required for Recognized Private School. Advanced Classics, with English and French or German. Degree or equivalent. Churchwoman. Res., £45–£60.—A 4047.

MATHEMATICS AND SCIENCE.

Mathematical and Science Mistress required for Public School. Mathematics, Botany, Nature Study, General Elementary Science. Degree or equivalent. Experience or training. Res., £60–£70.—A 4250.

Mathematical and Science Mistress required for Public School to teach Mathematics, Botany, Physics, and Chemistry. Degree or equivalent. Res., £60.—A 4224.

Science and Mathematical Mistress required for Recognized Public School. Chemistry, Physics, and Mathematics for Senior Cambridge Locals. Res., £70.—A 4366.

Science Mistress required for Secondary Day School. Non-res., £120.—A 4364.

Mathematical and Science Mistress required for Training College to teach sound elementary Mathematics and Natural Science. Degree or equivalent. Good experience. Res., £75–£100.—A 4228.

Science Mistress required for Recognized School to teach Botany and elementary Science. Res., £45–£50.—A 4083.

Sixth Form Mistress required for London School to teach Physics, Chemistry, and Mathematics. Degree or equivalent. Experienced. Res., £55–£60.—A 4312.

Science Mistress required for County School. Botany, Chemistry, Physics. Degree or equivalent. Experience or Training. Non-res., up to £130.—A 4237.

Science Mistress required for Public Secondary School. Chemistry and Physics. Inter. B.Sc. or equivalent. Non-res., £100.—A 4207.

Science Lecturer required for Training College. Good experience. Inter. B.Sc. or equivalent. Churchwoman. Res., £80–£100.—A 4041.

Science Mistress required for Public Day School. Experienced. Non-res., £80–£100.—A 3997.

KINDERGARTEN.

Kindergarten Mistress required for Public High School. Able to train Students. Music a recommendation. Res., £40.—B 4220.

Kindergarten Mistress required for Private School. Kindergarten, Drilling, Ablett's Drawing. Higher Certificate, N.F.U. Res., £40–£45.—B 4295.

Kindergarten Mistress for large High School. Elementary Certificate, N.F.U., with some Music. Res., £25–£30.—B 4341.

ART.

Art Mistress required for good Private School. Able to prepare for Ablett's Drawing. Res., from £35.—B 4297.

Teacher of Handwork, Wood-carving, Carpentry, &c., required for Church High School. Res., £30–£40.—B 4161.

MUSIC.

Music Mistress required for high-class Public School. Advanced Pianoforte, elementary Violin a recommendation. Good qualifications and experience. Churchwoman. Res., £60.—B 4338.

Music Mistress for Recognized Private School. Good qualifications and experience. Pianoforte (performer), Theory, Class Singing. Res., £50.—B 4144.

Violin Mistress required for Public High School. Violin, Harmony, elementary Pianoforte. Res., £40.—B 4220.

MUSIC—*continued.*

Music Mistress required for good Private School. Class Singing, Harmony, Pianoforte. Experienced. Nonconf. preferred. Res., £45.—B 4133.

Music Mistress required for High School. Student at R.A.M. or R.C.M. Res., £50.—B 4216.

GYMNASTICS AND GAMES.

Teacher of Gymnastics and Games (Pupil of Madame Osterberg) required for Public Secondary School. Res., £60.—B 4323.

Teacher of Gymnastics, Dancing, and Games required for high-class Private School. Resident post with fair salary.—B 4343.

Teacher of Gymnastics and Drilling for Nonconformist School in South Africa. Nonconf. essential. Res., £80 and passage.—B 4171.

FOREIGN.

Foreign Mistress required for Public Secondary School. Advanced French and German for English exams. Should hold good Diplomas. Non-res., £100, with extra for Conversation Classes and Private Tuition.—A 4006.

French Mistress required for high-class Private School in London. Brevet Supérieur. Experienced. Res., £40.—B 4048.

French Protestant Mistress required for Private School. Experienced. Res., £30–£40. —B 4179.

French Mistress required for Public School in Canada. Experienced. Protestant. Res., £80–£90. B 4018.

Language Mistress required for High School in London. Advanced French and German. High qualifications and good experience essential. Non-res., £100. —A 4154.

German Mistress required for high-class Private School. Good experience in English School essential. Res., £40–£50. —B 4307.

Language Mistress for high-class Private School to teach French and German. Experienced. Res., £45.—B 4203.

German Music Mistress required for high-class Private School near London. Should have had good musical training. Res., £50–£60.—B 4199.

MODERN LANGUAGE.

Head Assistant Mistress required for County School to teach advanced French (acquired in France), History or English subjects, Drawing. Degree or equivalent. Good experience. Non-res., £130.—A 4354.

Language Mistress required for Public School in London to teach advanced French and German and Lower Fourth Form subjects. Degree or equivalent. Churchwoman. Experienced. Non-res., £100.—A 4333.

Language Mistress required for high-class Private School on South Coast to teach German (acquired abroad) and French (Grammar). Needlework or Games a recommendation. Res., about £40.—A 4235.

Language Mistress required for London Public School to teach advanced French and German. High qualifications and experience essential. Non-res., about £100.—A 4154.

Language Mistress required for Public High School in London to teach French and elementary form subjects. Registered. Churchwoman. Non-res., £90.—A 4349.

Language Mistress required for Public Secondary School to teach advanced French and German (modern methods). Non-res., £100.—A 4303.

Language Mistress required for Public High School to teach advanced French, some German and English. University Honours or equivalent. Non-res., £100.—A 4093.

For further particulars of these and other September Vacancies apply, stating age, qualifications, &c., to

Mr. TRUMAN'S EDUCATIONAL AGENCY, 6 Holles Street, Cavendish Square, London, W.

No charge of any kind is made to applicants unless an engagement be secured through this Agency, when the terms are reasonable.

SCHOOL TRANSFER DEPARTMENT.

Mr. TRUMAN assists Ladies **(FREE OF ANY CHARGE)** desiring to meet with **SCHOOLS FOR SALE, PARTNERSHIPS, and SCHOOL PREMISES.**

PROSPECTUS, REFERENCES, AND FULL PARTICULARS WILL BE FORWARDED ON APPLICATION.

OXFORD LOCAL EXAMINATIONS, 1904.

Books set and suitable for Candidates.

OXFORD UNIVERSITY PRESS.

RELIGIOUS KNOWLEDGE.

THE OXFORD HELPS TO THE STUDY OF THE BIBLE. Comprising Introductions to the several Books, the History and Antiquities of the Jews, the results of Modern Discoveries, and the Natural History of Palestine; with Copious Tables, Concordance and Indices, and a series of Maps. New, Enlarged, and Illustrated Edition. Pearl 16mo, 1s. net; Nonpareil 8vo, 2s. 6d.; Large Type Edition, 5s.

OXFORD HELPS TO THE STUDY OF THE BOOK OF COMMON PRAYER. By the late W. R. W. STEPHENS, D.D. 2s. 6d. net.

REVISED VERSION OF THE HOLY BIBLE. Pearl 16mo, 10d.; Ruby 16mo, 3s.

REVISED VERSION OF THE NEW TESTAMENT. Nonpareil 32mo, 3d.; Brevier 16mo, 6d.; Long Primer, 8vo, 9d.

THE GREEK TESTAMENT. With the Readings of the Revisers and with Marginal References. 4s. 6d.; on India Paper, 6s.

EVANGELIA SACRA GRAECE. Fcap. 8vo, 1s. 6d.

OLD TESTAMENT HISTORY FOR SCHOOLS. By T. H. STOKOE, D.D. In Three Parts. With Maps. 2s. 6d. each.

MANUAL OF THE FOUR GOSPELS. By the same. 3s. 6d.; or, separately, Part I, **The Gospel Narrative**, 2s.; Part II, **The Gospel Teaching**, 2s.

LIFE AND LETTERS OF ST. PAUL. By the same. 3s. 6d.; or, in Two Parts, each 2s.

FIRST DAYS AND EARLY LETTERS OF THE CHURCH. By the same. 3s.; or, separately, Part I, 1s. 6d.; Part II, 2s.

GRADUATED LESSONS ON THE OLD TESTAMENT. By U. Z. RULE, M.A. Edited by LL. J. M. BEBB, M.A. In Three Volumes. 1s. 6d. or 1s. 9d. each.

ENGLISH.

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In front of you and behind you are men whose futures are, to a great extent, assured. In front are the men of riper experience, whose chances of promotion are—other things being equal—naturally greater than your own; behind, and close upon your heels, are younger men whose training as teachers is—or is, at least, likely to be in the early future—much superior to yours. Many of you in the past have, no doubt, received an excellent training in science; you may have distinguished yourselves at college, and your academical qualifications may be of the highest. But in all probability your training in teaching has been only of a meagre character, and possibly some of you have had no training at all. This is where you are handicapped; and the race with your younger rivals is likely to be a hardly contested one.

If teaching is to be your life's work, your principal subject is not "science" as generally understood: it is education. Devote half an hour to serious introspection. What do you really know about education? What do you know of the writings of such great educational thinkers as Locke and Spencer, Pestalozzi and Herbart, Rousseau and Jacotot? What do you know of the work of such great schoolmasters as Arnold and Thring? What do you know about psychology—a subject as necessary to teachers as jurisprudence is to lawyers? If you possess the true scientific habit of mind, you may not be able to accept all the teachings of psychology: you may even feel disposed to question some of the principles laid down by some of the writers just named. I do not mind very much if you do: the widening of your educational horizon is the thing that matters.

What do you know about teaching? No art is more difficult to acquire, and probably no subject is more difficult to teach, than science. But many science teachers still regard the term "teaching" as synonymous with "lecturing." The mere telling of facts is not teaching.

You are well aware of the many advantages which are claimed for science teaching—the training in manipulative skill, in exact observation, in critical comparison, in generalization, and in logical reasoning; the cultivation of the imagination and the communication of useful information. Many of our non-science friends not only ask if most of these things cannot be secured by means of other subjects, but claim that they can. Consider the question of "information." It is often urged that the claims of literature, history, and geography are (from the information point of view) at least as great as those of science. You may not admit this; but it is, at least, a debatable point. Again, consider the training in exact observation. A skilful art teacher is able to do almost as much in this direction as his science colleague: and sometimes he does more. The average artist is quite as keen an observer as the average scientist. Once more: let us take the questions of critical comparison, of generalization, of the weighing of evidence, and of cultivating the imagination. Have you, as science teachers, any advantage in these matters over your classical or modern-language colleagues? Or take the question of logical reasoning. Does not mathematics secure this end? You must admit that a boy who is puzzling out the difficulties of Horace or Homer, of Victor Hugo or Goethe, or who is working a stiff mathematical problem, has to do as much hard thinking as when he is engaged in finding the percentage of copper in a bronze coin or in determining the constant of a galvanometer.

You are, perhaps, beginning to ask if science has no claim whatever for inclusion in the school curriculum.

Of the answer there can be no doubt. It is the best of all subjects for training a boy's reasoning powers, principally on account of the impersonal nature of the evidence on which the reasoning is based. Compare the teaching of history with the teaching of science. Though it is possible nowadays to find impartial writers of history, the greater number of our great historians are notoriously biassed. The teacher of history may, it is true, collect and weigh evidence from both sides, and he may make great demands upon the critical powers of his students, but his "facts" are often a doubtful quantity, and, in any case, the personal factor remains. Half a dozen people reasoning from the same data may all come to different conclusions. But with science the evidence is of a totally different character. It is the direct outcome of experiments which can be worked again and again if the evidence is incomplete or unsatisfactory. Logical reasoning from experimental data—assuming the data to be sufficient and complete, as is the case in all ordinary school work—necessarily leads to one and only one conclusion. This conclusion cannot be a matter of opinion: the personal factor is eliminated.

This training in dispassionate reasoning is perhaps the greatest of all the claims of science for a place in the school curriculum. It has other solid claims as well, as has already been suggested. Of these, the training in exact observation is of supreme importance, and, as rational art teaching occupies such a subordinate place in so many schools, the training must depend largely upon the science teachers. Again, while it is true that your literary colleagues have many opportunities for training the imagination, you have by far the best opportunity for training the *disciplined* imagination. The imagination is a useful servant but a bad master, and needs to be kept under control. Even science teachers sometimes let their imaginations run riot. This applies especially to young and inexperienced teachers, who are much too fond of attempting "explanations" of things only imperfectly understood, and of dealing with theories as if they were facts. It is the business of science teachers to deal with objective realities, and not with metaphysical obscurities.

One of the distinguishing characteristics of a science teacher is supposed to be his rigid impartiality. If his training has been of the right kind, this "scientific habit of mind" will probably have been formed. But, if he has simply crammed for his examinations, if his laboratory training has extended over only a few weeks or even a few months, he has small claim to take his place in the ranks of science teachers at all. No doubt many of you have formed somewhat decided opinions on educational matters. Examine some of these opinions. Have you taken the trouble to weigh the evidence, for and against, in each case; or are these opinions prejudices? Have you any views, for instance, on the teaching of classics to boys in secondary schools? If so, why do you hold these views? Do you know anything at all about the matter? It is no excuse to say that you may thunder against your classical colleagues because they thunder against you. In all probability you are as ignorant of their work as they are of yours. Unfortunately, some of us are prone to regard our own subject as the only one worthy of consideration, and to belittle the importance of all others. This is particularly the case with young men of twenty. At twenty-five there is tolerance, and at thirty respect, for those at work in other fields. Rest assured that your own subject must take its proper place in the scheme of education. No one subject has any claim to priority. Cultivate a spirit of fairness, and endeavour to recognize the claims of other subjects and other persons. And why should you scoff, as some of you do, at other Universities? Remember that weeds, as well as cultivated flowers, grow impartially upon the banks of the Thames, the Isis, and the Cam.

It is interesting to inquire why so many of the head masters of our leading secondary schools appear to have such little sympathy with the work of the science teacher. No doubt they are, to a considerable extent, influenced by school traditions and hampered by University requirements, but their somewhat hostile attitude towards science is due, in many cases at least, to the fact that they do not feel assured of the educational worth of the work of the science teacher. They frequently argue that the kind of science teaching with which they are most familiar tends to convince them that its educational value is practically *nil*. A prominent head master (who is keenly interested in science) in discussing this point said to me: "A teacher juggles with a glass rod and silk, sealing-wax and flannel, and allows his pupils to 'infer' that there are 'two kinds of electricity.' He introduces Hare's apparatus to a class knowing nothing of the fundamental principles of hydro-

statics, and allows the boys to 'infer' that the densities of the liquids are inversely as the heights of the columns. He gives a first lesson in chemistry, not improbably on hydrogen, and allows the class to 'infer' that the hydrogen comes from the acid. And all this is supposed to be a training in logical reasoning! Further, the teacher in this first chemistry lesson writes a series of equations on the blackboard and discourses on atoms and molecules; and he not only calls this teaching, but *science* teaching! Again, a boy goes into the laboratory and repeats experiments he has already seen worked by his teacher. Of intellectual effort on his part there is absolutely none: he is engaged merely in a mechanical operation." Head masters are, of course, only too well aware of the utter worthlessness of this kind of teaching.

It is sometimes urged that it is a training in scientific method, rather than science, to which we ought mainly to direct our attention. The phrase suggests a habit of mind—the habit of adopting towards all questions of daily life the same attitude as when reasoning from experimental data—the habit of scrutinizing evidence and of forming a judgment upon the facts, unbiassed by personal feeling. Naturally there is, and must be, an essential difference between reasoning from experimental data and the kind of reasoning that is possible in many of the affairs of everyday life. In the former case "reading between the lines" is never permissible; whilst in the latter case it is often necessary. Reading between the lines necessarily introduces the element of self; but to the scientifically trained mind, with its natural repugnance to any form of inaccuracy, this element will be of little consequence; for all evidence involving the slightest doubt will be rejected.

We now come to the more practical side of science teaching. What are the leading principles that should guide you in your work if the advantages claimed are to be secured?

First comes the question of lecture-table work *versus* laboratory work. Which should come first, and what is the function of each?

Many science teachers of the older school pin their faith to "lectures." Lectures serve their purpose in the case of college students; but in a school they are quite out of place. The average boy or girl is unable to follow a dozen consecutive sentences, much less an hour's lecture. Mere talking is of little use. But, if the work at the lecture table takes the form of a *lesson* rather than a lecture, if the teacher contrives to get his facts *from* the boys by making them use their eyes and by making them think and reason, and if the teaching throughout is inductive, then a certain amount of good, and possibly much good, may be done. Yet every teacher knows how limited are the possibilities of this kind, and how small a fraction of the class will have put forth any real intellectual effort during the lesson. It is not enough merely to rouse the pupil's interest or to make him sufficiently mentally alert to answer isolated questions: there must be continuous thinking and there must be reasoning. Even popular science lectures are capable of rousing and sustaining interest; but only in a narrow sense can they be considered educational, for the lecturer "tells" his facts, and the attitude of his listeners is a passive one. The success of a science lesson may be measured by the pupil's "tenseness of mind," which is something more than mere mental activity. How we all admired Tyndall's and Huxley's lectures! How those great teachers marshalled their facts! How apt were their illustrations and how clear and conclusive was their reasoning! But most of these lectures were prepared for, and given to, a very different class of students from those with whom you are concerned. Depend upon it that, if Tyndall and Huxley had been schoolmasters, they would have treated their subject in a very different way.

Occasionally I find science teachers using their college notes for teaching purposes and making them the basis of their class lessons. Cannot you see how entirely unsuitable these notes are and how essentially different, and necessarily so, the treatment of the subject is in college from what it must be in school? I say necessarily so because, under existing conditions, when a man is in college and reading for a degree an enormous amount of ground has to be covered in a comparatively short time, and lectures at the demonstration table, with verification work in the laboratory, are generally the order of the day. The greater number of your fellow-students were probably preparing for a professional career—as chemists, metallurgists, engineers, and so forth—and in all probability the exigencies of examinations prevented the college authorities from considering the special needs of those students who intended to become teachers. Some reformers would abolish all formal examinations in science: they plead that the kind of training commenced in school should be continued even to the end of the college course. We have not reached this stage yet; but do not gibe at the reformers and say that teaspoon feeding is fit only for infants. Science teachers themselves occasionally suffer from indigestion.

You will admit, I think, that the type of lecture to which you have been accustomed at college is altogether unsuitable for school purposes; also that the best form of lecture-table teaching has in itself only very limited possibilities. What, then, is the real function of laboratory instruction?

You have all probably had sufficient experience to know how extremely difficult it is to prevent the work of the laboratory from degenerating into mere mechanical routine. Fifteen or twenty years ago the notion prevailed amongst science teachers that the work of the lecture-room and that of the laboratory was not one, but two. In the old test-tube washing days the work of the laboratory had practically no bearing whatever upon the work of the lecture-room. We have made great advances since that time, and, as a rule, the two are now more or less closely correlated. But are they correlated in the proper way?

Consider the attitude of a student towards an experiment which he is about to perform and *which he has already seen performed by his teacher*. You must know enough about the average boy to be fully aware that his attitude will be, as a rule, an absolutely indifferent one. He does not see any necessity for making such an experiment, and, even if he did, there would be little call for mental effort on his part. At its best this kind of work will be little more than a test of manipulative skill. Let us assume that during the year a boy spends in the laboratory two hours a week for forty weeks, and does nothing else but verification experiments, and let us endeavour to estimate the worth of the year's work. Has there been any real training in exact observation? Has any appreciable demand been made upon the reasoning powers? In short, has any of the special advantages claimed for science teaching been obtained? No doubt the student's laboratory practice has made him more intimately acquainted with certain portions of his subject; but this is not the important point. Unless you can raise science to the same intellectual level as classics and mathematics, you have little cause to complain if you fail to obtain the sympathy of educationists.

You may feel inclined to ask if I advocate the "heuristic" method of teaching. The method is not altogether a new one: it is simply a specialized form of inductive teaching. Applied to science, it was first brought prominently to the front about fifteen years ago. Hitherto the heuristic method has not found very much favour—and for two principal reasons. In the first place, the older science teachers—and especially those who have never had any special training as teachers—have failed to understand the method because they could not bring themselves to dissociate the claims of science from the claims of education. In the second place, the progress made by the heuristic method is so extremely slow as to be out of all proportion to the requirements of school examinations. There is a curious hostility in some quarters towards the method. One very well known science teacher in London said, in my hearing: "No heuristic method here—we believe in making our boys *work*"; and he went on to argue that the heuristic method was impossible, because not only must a boy "find out for himself," but must "find out how to find out for himself.' This argument brings us to the root difficulty of the method. Suppose that you ask a class of boys just beginning chemistry to discover the cause of the rusting of iron. If you give them no help of any kind, no hint whatever as to the way in which they should set to work—and this is the heuristic method *in puris naturalibus*—every teacher knows that the result would be failure. Not one boy in ten would ever solve the problem satisfactorily. A certain amount of guidance is absolutely necessary. The most successful teacher I know of the method gives her class a very considerable amount of assistance. Before the students begin work she makes suggestions as to the general direction the investigation should take, and during the actual work she is constantly passing round and giving hints as to the best method of procedure. But, if we admit, as we cer-

tainly must, that some guidance is necessary, the question is: Where are we to draw the line? The old style of science teaching was bad, because the pupil was told everything; but the heur stic method proposes to tell the pupil nothing. Obviously we must adopt a compromise. With only three or four students the heuristic teacher could do admirable work. A few leading questions would enable each student to strike out on lines of his own, and as soon as the teacher saw him hopelessly off the track another suggestion or two would set him right again. But satisfactory progress can be made only if the number of students is sufficiently small for the teacher to be constantly in touch with each. With a large class—say, of twenty—individual attention is reduced to three minutes an hour, and, if every student sets to work exactly as he pleases, real progress is impossible. The class will never pass from the *heurisko* to the *heureka* stage.

Reject the heuristic method if you like, but, as the Germans would say, when emptying the bath don't throw out the baby. You cannot, in fact, reject the method altogether: its spirit, at least, must be retained. After all, it is mainly a question of degree. A boy will never "discover" Ohm's law or the law of reciprocal proportions, and any work which led him to think he had discovered the laws would be dishonest. The generalizations necessary for formulating the laws would be made in the lecture room—not, however, before, but after, the work in the laboratory; and the necessary experimental data for these generalizations would have been provided by the students themselves. Such generalizations afford excellent opportunities for the very best kind of inductive teaching.

At one time the thread of the teaching was made to run through the lecture-table work, and the work of the laboratory was quite of a subordinate character. But you must now regard the converse of this as a fixed principle of your teaching. The laboratory course must form the central feature. All else is subsidiary.

Many successful teachers now dispense with formal lecture-table work entirely, and instead make use of the first and last quarter-hours of each laboratory period. This answers very well with elementary students, but, as the work progresses, occasional hours in the lecture-room become indispensable; for the teacher must find time for generalization, for performing such experiments as are beyond the pupils' skill, for going over difficulties, for driving home facts, and so forth. All this is, however, merely supplementary to the laboratory work.

Verification experiments are sometimes permissible, and sometimes even necessary; for there are parts of every subject—and essential parts, too—which cannot well be approached by the pupil as an investigator. The pupils' general attitude should, however, undoubtedly be one of investigation.

Success will largely depend upon the form given to the laboratory "instructions." Some teachers prefer to graph their instructions and to provide each student with a copy. For beginners the instructions must be drawn up in considerable detail. The apparatus to be used must sometimes be suggested, and hints as to fitting it up given; and it will often be necessary to suggest the approximate amount of a salt to be taken, whether an acid is to be strong or dilute, whether a mixture is to be warmed or boiled, and so forth. With a very small class the instructions may be given in much less detail, as the teaching will be largely of an individual character; but with a class of twenty the work must proceed with some approach to evenness, or no progress worthy of the name will be made. Whilst the object of an experiment will be clearly stated, the instructions will never reveal to the student what the actual *result* of that experiment is likely to be. The rule of an eminent American science teacher is: "Keep the pupil just enough in the dark as to the probable outcome of an experiment, just enough in the attitude of a discoverer as to leave him unprejudiced in his observations."

With beginners, a simple investigation may often be broken up into a series of easy experiments, each experiment depending, as far as possible, upon the result of that immediately preceding. Concise directions will enable the students to set about each experiment in the proper way and will also suggest the line of reasoning to be followed. Care must be taken to prevent the work from degenerating into a series of disconnected experiments and from becoming aimless and indefinite. As the student becomes more experienced, the laboratory instructions will become less and less detailed, and you will throw him more and more upon his own resources. At every step you must tell him just sufficient, and no more, to enable him to proceed. Any part of the work which fails to make a demand upon his reasoning powers is of very little value.

There is obviously a great art in preparing suitable laboratory instructions.

A student's note-book should contain a faithful record of his own work. The old-fashioned practice was to allow a boy to write up his notes at home. Here and there the plan still survives, but it is much to be condemned. "Rough" notes are generally imperfect and often inaccurate, and by the time they are transcribed they are seldom a true record of the work done. The training of students to express themselves clearly and concisely is a most important part of the teacher's work. Only in very exceptional circumstances should notes be dictated, and never in the laboratory. In the early stages of science teaching occasional blackboard models of notes are, however, helpful.

It seems not only unnecessary, but undesirable, to deal with these matters in greater detail. In secondary schools we want no standardizing of methods, any more than we want standardizing of curricula. Let each school have an individuality of its own, and let every teacher aim at some originality of method. At the same time, in teaching certain general principles must be recognized, and, as regards science, most of these have been touched upon. One or two other points remain. Do not confuse "theories" with "facts." Never present theories as dogmas or as if they were part of the facts. All theories should be held in reserve until some accumulated facts demand explanation and correlation. They should then be presented inductively. Facts incapable of correlation should be avoided as far as possible.

One last word, and that is—Read. A famous literary critic has expressed the opinion that the great mass of the literature of science, using the term in its broader sense, is matter which cannot by any elasticity of definition be brought into the narrower ken of literature at all. The great majority of our standard text-books of science are painfully devoid of literary merit. It is therefore of great importance that you, as teachers, should devote some little of your spare time to the systematic study of good literature.

Make education your science and teaching your art, and remember the words of Lord Armstrong, who in his essay on "Useless Knowledge" says: "The education of the young should be directed to the development of faculties rather than to the acquisition of knowledge. The true source of power is the originative action of the mind, and a man's success in life depends incomparably more upon his capacities for useful action than upon his knowledge." F. W. W.

ROTE-WORK.

By J. H. RAVEN.

A SHORT and easy method of dealing with a heresy, or that opinion which does not coincide with our own, is to prefix a derogatory epithet to it and leave it to a consequent extinction. There are not a few so little in favour of the process named above that they would add to it the missing word "mere," and so place it upon the educational "Index Expurgatorius."

By "rote-work" is implied, to speak by the correct etymological card, routine work, done as the educational motor-car of mnemonics glides swiftly over the smoothly built *route*, or as the more primitive conveyance of "learning by heart" jolts along uncomfortably in the *ruts*. We may be somewhat mistaken in our ideas as to the amount of intellectual ground covered in either case. There may be "raw haste" in connexion with imposing speed, and there may be a useful shaking up of the wits in addition to painful jog-trot. A handy system of mnemonics is not synonymous with a good memory.

Granted that routine is not a high ideal, yet we must have it; and, if we think to dispense with it, we shall be losers. It may be worth while to spend one minute in distinguishing it from that greater thing, habit, with which it is sometimes confused. We can speak of mere routine, but never of mere habit. To quote a well worn saying, "Habit is second Nature." But our routine has nothing to do with our nature. It is not caused

by it, and it does not influence it. It implies nothing more than that order in which we carry on the activities of life. It relates solely to the exterior of things, and in no direct way to the inner being. Therefore it is easily broken off, and can be given up without an effort at a moment's notice. We are so far masters of our routine that we can carry out a different programme for each day of the week, and yet at any time can transfer the occupations of one day to another. But a habit, being a matter of natural growth, is neither easily formed nor easily dropped. It may or may or may not be visible in our outward life. Its roots are hidden away in our inward nature, to which it has become necessary, and from which we can hardly distinguish it.

These considerations may have induced some to undervalue and even condemn rote-work. But, though it be not part of Nature herself, it is closely related to that order which is Nature's first law. It has its own humble uses as a handmaid in education—a handmaid whose departure from the scene of operations would be disastrous.

Having so far cleared the ground (if, indeed, it needed clearing), I will clear it further for my present purpose by confining the meaning of "rote-work," as used in the following paragraphs, to that section of scholastic routine which commonly goes by the name of "repetition." Repetition lessons would be understood by the experienced teacher as the process of storing the memory. Nature gives the young retentive, if not quick, memories, and but small powers of understanding. If we look to her, "optimum bene vivendi ducem," we shall conclude that she teaches that in early years the memory should be well stocked, and strengthened by regular exercise, lest in later life the assistance of mnemonics be found necessary. Not, of course, that we can commit to memory and retain all that needs to be remembered. Still, so much may be done that artificial systems may never become indispensable. In mnemonics what is one man's meat is a good many other men's poison; and the experience of many goes to show that aids to memory of an artificial kind generally begin with high anticipations and end in disappointment—a common result of dealing in artificiality. But, without further inquiry into the merits and demerits of mnemonics, I do wish to protest against such as use the short and easy method with "repetition," and, deeming it to be a heresy, proclaim it to be a senseless plan of stuffing heads. If Nature gives children retentive memories, she must mean that in childhood the memory shall be well stored—and it is now or never. In this respect "the boy is father to the man," and the man that is to have a well stocked memory must stock it betimes.

At least one critic will fall foul of this opinion. One of the latest amateur oracles on education, prophesying some little time ago in the *Nineteenth Century*, has laid it down as an axiom that repetition lessons in poetry are worse than useless. "Hanging," he says, "would be too light a punishment for the teacher who destroyed the minds of his charges by making them commit 'Casabianca' to memory. The pernicious custom of learning by rote ought to be inscribed on the penal code." This truculent gentleman (the oxymoron is accidental) is writing of our existing methods in elementary education; and it would benefit him if the penal code could be brought to bear upon him and compel him to "do" as many weeks' hard labour as some of us "do" years in the village school. He would find himself not in an atmosphere artificially created in which children should be pushed into the study of that which is beyond them, but in one naturally adapted to their little minds and uncritical powers. In the village schoolroom it is ridiculous to make a superior æsthetic fuss about Mrs. Hemans's harmless lines. Why "Casabianca" should rouse such fierce wrath while "that old impostor" "The Wreck of the Royal George" should find a place in Palgrave's "Golden Treasury of Lyrics" is a great mystery. But, putting aside the critical question, which has very little to do with elementary education, I beg leave to differ *toto caelo*. For "stuffing heads" read "storing memories." Few things can be more valuable, from a literary point of view, than committing to memory poetry which may remain fresh in the mind up to old age. There is no need whatever for anxiety regarding the possible destruction of originality in some budding, but undetected, genius. This would seem to be the boding fear that has called forth such savage threats. But, even if infant genius, in its great rarity, be not the negligible quantity, we may remember to our relief that the originality of Milton, Coleridge, and Lamb does not seem to have suffered from a wide acquaintance with literature.

If it is not a delightful thing for an adult to have in mind a golden treasury of poetry to draw upon, my position is untenable. But, if it be a delight, it is fatal to forget that it is in earlier years that the memory must be stocked. It will not much matter whether "Casabianca" be there, together with "Gammer Gurton" and nursery rimes. If the opportunity is missed in youth, it is missed for ever. Is it not the case with most of us adults that we have many odes of Horace by heart, and can quote a few passages of Virgil and Ovid, but are quite unable to repeat to ourselves more than a few disjointed lines of English poetry? What would not one give for the power to repeat as many lines from the great English poets as would equal the amount of Latin repetition which, learnt in boyhood, still remains our own? We shall do our pupils a real kindness if we deal with them as we could wish our teachers had more often dealt with us—if we fill their memories with such things of beauty as will be a joy for ever. No doubt we seniors can in a short time learn by rote the "Ode to a Grecian Urn" or possibly "Lycidas" or "Demeter"—at worst some favourite sonnet or "Crossing the Bar." But, unhappily, in almost as short a time we forget what we have learnt. In fact, we cannot retain unless we learn in earlier years.

But it will never do to permit learners to reduce their work to mere rote. While we encourage them to store the memory in season, we have something to do in guarding them against the use of it to the neglect of other faculties. In this matter they will often outwit us, and palm off the efforts of memory as achievements of understanding; and we must put up with a good deal of this sort of thing. The day of enlightenment will gradually dawn upon their intelligence, but it is useless to attempt to hurry up the sun. Many a young teacher persists in striving to make young pupils understand more than they are capable of understanding; and when this is done it is obvious that time and labour are consumed to worse than no purpose. In due course the understanding will gather strength and clearness, and that in proportion to the sagacity of our methods of neither forcing the intelligence nor neglecting it. The treasures of the memory, now progressively more and more understood, cease to be mere rote-work, and take their place among genuine intellectual attainments.

Is there any good reason for believing that a boy will hate that which he has so acquired? The rote-work came naturally to him in youth: he "didn't mind it," to use one of his favourite expressions, and the effort was by no means so distasteful to him as a grown man might imagine who had never learnt by heart in boyhood. Do Englishmen always or commonly hate that which they committed to memory at school? There is not much to show for that. With respect to one author, at least, they are not of Byron's way of thinking. "Then farewell, Horace, whom I hated so," are words which have the ring of insincerity, and certainly do not express the prevailing sentiment with the country gentleman and the country parson, who, if they take any pleasure in literature, usually keep up and enjoy some of those odes which Byron hated or professed to hate.

To fill the memory full with inferior or worthless matter is, of course, a worse than dubious proceeding. We can well do without "Casabianca," though the possession of it is not deadly. But as to those dreadful "jingles" or rimes that form the ugliest parts of our grammars—even though they may carry with them some slight practical usefulness—surely we ought to rid ourselves of them; those "baits employed by our rude forefathers to allure the truant attention of youth." They form a spurious branch of literature, deserving, perhaps, of one paragraph of criticism. Some may imagine Thomas Kerchever Arnold, unquestionably the poet laureate of the classical system of education, to have been the earliest of grammarian bards. The method is much more venerable than might be supposed. We have our Latin grammar rimes as we have our Hymns, Ancient and Modern. I possess a Latin grammar dated 1682 in which several occur—of a certain rugged character that suggests comparison with the ancient plain-song melodies—notably one poem starting thus:

Vis, ravis, sitis, Charybdis, tussis,
Mephitis, cannabis, Magudaris, amussis;

and modern jinglers, though they see no need to bring "Magudaris" so soon to the front, have evidently derived some inspiration from this early bard. Arnold's work is distinguished by a certain Lakish or Wordsworthian simplicity, displayed in the couplets

Accedit (you may think it odd)
Is followed both by *ut* and *quod*;

and

From *nemo* let me never see
Neminis or *nemine*;

and the more sustained effort or ode on the words that govern a dative. A more modern rimer has out-Arnolded Arnold in publishing no less than 176 lines on Latin Prosody, written in a still more domestic style than that of the earlier master—for example:

The ē is long; remember, too,
To lengthen adverbs—mind you do!

and

Ovid may use *data est*, 'tis true—
When you're a poet, so may you.

It is not mere trifling to record these inanities. I employ them as scarecrows, in the hope that their ugliness may act as a deterrent to such as would sow our educational fields with tares. Even if these jingles are on occasion of some mechanical aid to the learner, one feels serious misgivings as to the effect upon his wits.

In particular, why should the rules for genders in Latin be set out in an elaborate system of rimes, complicated with exceptions and exceptions to exceptions, when a far more rational system is ready to hand? I remember seeing this sensible method favourably commented upon in the *Spectator* some years ago—a simple plan of giving first the principal rules, and then setting out the exceptions by joining them in each instance with an adjective; in the case of nouns of common gender with such a word as *levis*, the single termination of which for either masculine or feminine would imply the common gender of the noun. Two or three columns of such phrases as "Iratus Adria," "Alta alvus," "Magnus amnis," and "Tristis incola" would carry a boy through the subject, and he would be saved from the danger of a petrifying influence on his brain.

Many of us have attended lectures on mnemonics. How many have listened to a practical discourse on a rational treatment of the memory? Most boys, having an eye for the main chance, and being tolerably wide awake to opportunities of saving themselves intellectual labour, are aware that sleep causes matter recently committed to memory to settle safely on the brain, and therefore learn the next day's repetition the last thing overnight. But boys gifted with a "fatal facility" for remembering badly need a warning against that snare, though it is to be feared that in the routine of a day's school work it is generally quite enough if they say the day's lines correctly, and the likelihood of their having quite forgotten them in a few hours is lost sight of. Those, too, who are blessed or cursed with abnormally retentive memories need some warning against an excessive reliance upon them. We have heard of that gift preventing the owner from ever writing an essay marked by the least trace of originality, and so cutting him out of his Fellowship, in spite of his Double First.

And yet, though reliance on the memory is often overdone, the faculty must be rationally trusted or it will refuse to serve its owner. It is surprising to note what correct memories are commonly possessed by hawkers, gardeners, and others, who never use a note-book, but, trusting to a reasonable use of the memory, find that it does not desert them. But the lecturer or preacher, who dares not or is too lazy to exercise the faculty, and always depends on book or paper, goes from weakness to weakness till he may end in the condition of a bishop who has confessed that without a book he will not venture on a single collect or even on the Lord's Prayer. The memory, like fire, is a good servant, but a bad master. We cannot forget, when we should often be happier, and sometimes better, if we could; and the imperiousness of the gift makes itself undesirably felt in that proneness to quotation against which Macaulay had his struggles, and which has too often been the fly in the ointment of otherwise excellent work in examinations. It is a fine thing for a preacher to have the Scriptures at his fingers' ends, as they say, but also a fine thing to be able to keep the same from overflowing his periods, lest his discourse become little else than a miscellany of texts, which, we may say without irreverence, is not the ideal sermon. Neither is that the ideal essay which is so full of efforts of memory that efforts of original reflection are crowded out.

But to be a good servant memory must be kept well up to the mark. It can be made to do much more than it pretends to, and the bishop who shirks the repetition of a collect and the rural dean whom I once heard break down in an attempt to pronounce the Blessing without the aid of a book have mainly themselves to thank for their failures. What we cannot recall for the moment will often come to the surface if we do not give up the struggle to remember; and, the more victories we win over a sluggish memory, the more successful shall we generally be in the use of it.

COLLEGE LIFE IN JAPAN.

AT a time when the eyes of the whole civilized world are directed with keenest interest on the drama that is being played out on a Far Eastern stage, it is not inappropriate to draw the attention of home-dwellers to the undercurrents of life which are determining in so great a measure the course of the events of war. And chief among these is the evolution of the Japanese woman, due to Western influence, in matters of education. The Japanese girl of to-day is a very different one from her sister of thirty years ago, at the commencement of the Meiji era—rightly so-called, for Meiji ushered in enlightenment in this respect at least. And those who watch the girl of to-day realize that in the decade before her she will change yet more, and in her transformation set many problems for her country to solve.

Now, the main reason for this development and alteration is the Western education, of which the Japanese are so eager to avail themselves, men and women alike; for when we meet with a Japanese lady who has not tasted of the tree of Western knowledge we find her to be just what we have heard and read that her fellow-countrywomen were hundreds of years ago—the same in gentleness and timidity of manner, in exquisite courtesy, in daintiness of dress, in unemotional serenity. But enter a school or college, and you will meet a very different type—on the whole, not so attractive as the girl of bygone days in the present time of transition, but giving promise of a much higher ideal to be realized in days not far distant.

The gentleness and timidity have almost disappeared, the loud voices and laughter proclaim the removal of the laws of restraint that for generations have been the highest rule of conduct known and obeyed; the perfect self-effacing courtesy has given place to a self-confidence that is imitative of Western ease of manner, but imitative with a difference. The dainty harmony of colour and texture in dress is replaced by a serviceable but exceedingly unbecoming mixture of Eastern and Western clothing and an extraordinary combination of colours fondly believed to be correct foreign taste. The staid calm of face and demeanour is frequently exchanged for an impulsive demonstration of affection or an uncontrolled burst of tears. And all these changes are apparently undesirable, were it not that the eye of faith, piercing below disguises, sees the real progress that is being daily made towards a perfection of womanhood, of which these outer manifestations hide the slow growth. It is not easy to change in a single generation the habits of centuries; but this is what the Japanese have set themselves to do; therefore no one can be surprised if the result is at times startling.

At this point I should like to draw a broad distinction between the two kinds of college and school education which girls in Japan are receiving to-day—the Government or purely Japanese; and the foreign or missionary. Having had practical experience of the working of both, from holding responsible positions in one of the best types of both kinds, I speak with some knowledge of the subject and of its grave importance.

First, to take the college worked by Japanese, either aided or unaided by Government grants, but, in any case, unChristian—in fact, undenominational. Such is the Joshi Dai Gakko, or Women's University, at Tokio. Financially and numerically it is highly successful; within two years of its founding it provided accommodation for the 850 students who flocked to it

from all parts of the country—450 of whom were taught in the high school which forms part of it, 400 in the college proper. The buildings are spacious and airy, well built, in American fashion, of wood, with numberless class-rooms fitted up on the newest principles, with the nucleus of a good library, a gymnasium, tennis courts, large playgrounds; in fact, all that is necessary to the well-being of an institution of its kind. At the back of the school and college proper is a long row of dormitories, divided into houses for twelve girls each, under the personal supervision of a Japanese matron or elder girl. These are built in pure Japanese style, and in them the girls have their meals and sleep and prepare their work—such, at least, as board at the college. Many, however, live at home or with relatives, and come daily great distances (for the University is in an outlying suburb of Tokio) on bicycles, on foot, or in *kuruma*, better known to the European as *jinriksha*.

A few who are Christians live with missionaries in the town, and there was some talk of building a hostel close by the college, in which the Christian girls could live in charge of a missionary lady. But then arose a characteristic Japanese situation. The missionaries, thinking it their duty and policy to obtain the promise of the President, himself a professing Christian, that their hostel, when built, should be used by the students, endeavoured to obtain a pledge to that effect. Now, had they built and said nothing about it, all would have been well; for the President need not have appeared to know what was going on, and certainly would not have interfered. But their request placed him in a very awkward position. His committee was almost entirely composed of Buddhists and Shintoists, and to lay before these rich and worthy gentlemen the proposition of a Christian hostel at their very gates would have been to court refusal. Accordingly, an evasive answer was returned; pressure was brought to bear on the owner of the site, with whom arrangements were almost completed, and the idea had to be abandoned—temporarily, at any rate.

Here is an instance of the reverse policy. In the dormitories no Christian teaching of any kind is permitted, even to those students who are Christians, or even by those matrons who are also converts. But one of the latter was very anxious for me to address her girls and to tell them something of the Gospel message. "How can I do it in your house if you are forbidden to speak of Christianity?" I asked. "Oh!" she answered, "you will choose some other subject, of course—drill, or games, or what you like—and then how can I help it if you bring in a spiritual application?" "Deceit," some one will say. And, indeed, here we meet with our greatest difficulty. To the Japanese a lie has no moral significance: it helps to smooth life and to make the wheels run easily. Centuries of training in self-repression and in diplomacy have only produced their natural effect, and to them a show of impatience is a far graver sin than any deception. After all, who shall judge the comparative evil of the two? Each man can but live up to the light that is in him faithfully and truly; but it is well for us foreigners to remember that our unguarded expressions of anger or self-will have just as much a lowering effect on the estimate of Orientals of our character as their deceit has on ours of them, and we must pause ere we pronounce judgment.

The teaching in the college is almost entirely in the hands of the Japanese, three foreign ladies being employed on the staff for conversation; the English literature being taught by Japanese for fear lest Christian teaching should be imbibed. One day one of my most advanced students—a baptized Christian—said to me: "Of course, one cannot use one's reason when one is Christian"—in a reluctant tone. Considerably startled, I demanded why. "Oh! because in Spencer and Darwin and Huxley we read all quite different from the Bible." Horrified, I demanded: "What! you girls trying to read Spencer? Why, he is tough work even for our women whose brains have been trained for years—and, in Japanese translation *you* read him. Preposterous!" "Yes; I do not understand him much, but we read for ethics." Uncertain whether to storm or to laugh, I sat silent; but it struck me then, as it has often done since, that the Japanese are forging ahead too fast—building a bridge across the gulf of centuries which rests on foundations all too frail and insecure to bear its weight.

The Domestic Economy Department is doing useful work, much more suited, in my opinion, to the average girl who attends college, since most of them come from a class which is poor, and will certainly have to earn their own living in time to come. How? is one of the problems which will need solution in the near future. In this department, besides Japanese cookery, the girls learn how to prepare all kinds of foreign dishes, and give dinners and lunches, laid in foreign style, to prove their skill. One day I was invited to lunch in order to give them a full and frank criticism of the food, its manner of being served, and *the way they ate it*. Imagine the situation! A large foreign room, with long table laid for twenty in foreign style (*sic*), thirty-five students and teachers waiting on my verdict with bated breath, watching my every movement throughout the meal. Half of the students sat down to table; the others who had cooked the food acting as waitresses. As the dishes had to be carried some way from the kitchen to our dining-room, they were cold by the time they arrived, and my commendation of them was rather hypocritical. The first course was a huge fish (cold, and meant to be so), covered with white sauce and all kinds of vegetables sliced in tiny bits; then came a curious American dish of minced meat rolled in cabbage leaves, served with thick brown sauce; then salad, and then a milk pudding of some kind. The funny part of the whole proceeding was to see the agonized attempts of the girls to conceal the fact that they were eating if ever I addressed them, since in Japan it is considered the height of rudeness to appear to be eating. Many were the questions asked me as to the use of the strange foreign implements of mastication, how to place them on the plate when not eating, and other points of like nature. I give this incident as an example of the practical way in which the Japanese set themselves to learn our customs and habits even in trivial matters. The teaching and the range of subjects taught were quite commendable, and, perhaps, compare favourably with those in any other college in the Far East; but here comes in the great difference which separates Government from mission education.

The latter is chiefly in the hands of Americans; the best women's college in Japan (at Kobé) belonging to them is only the first of a long line of excellent schools. The buildings are very fine, and the students are drawn from all classes of society; parents of high rank being content and even eager to send their children to learn foreign ways under the personal charge of foreign ladies.

Thus the Japanese themselves bear witness to the gulf dividing Christian and non-Christian education—the latter, excellent intellectually, makes no provision for the refinement and womanliness so essential to the best ideals of the Japanese for their wives and daughters. The girls grow up independent, more or less self-assertive, undisciplined outside (and sometimes inside) the class-rooms, unsympathized with in the deeps of their nature, which are daily stirred up by their mental studies. Play is unregulated—taken up or not, according to fancy; hours of study left to the discretion of the individual, who usually overworks; little niceties of manner and politeness disregarded; foreign dress at its ugliest adopted without a model to follow; heterogeneous knowledge poured into brains without any religious ballast to steady and focus it into a coherent whole.

In the foreign, or missionary, schools all this is quite otherwise. Every minute of every day is arranged for wisely and lovingly, ample time being allowed in which each student may follow her own particular bent. Morning and evening prayers form a connecting link between staff and pupils, the old and the young; games are encouraged and shared by all the staff, who delight in spending the play hours with the students—sometimes taking one or more apart to talk over the problems that so constantly arise in the minds of these girls—products of an ancient Oriental civilization suddenly confronted with a totally strange Western one. Expressions of feeling are wisely dealt with according to the individual character, and, while merry faces and happy laughter are the delight of the teachers, loud talking and foolish giggling are firmly repressed. Discipline inside the school, in the dormitories, in the playground is perfect, whether the foreigner is there or not; her strong influence is with the girls, and for love of her the wishes she has expressed are carried out.

Some may think the contrast exaggerated. Well, each can only tell her own experience, and this was mine as a universal rule. The Japanese girl can be led to any heights by affection combined with firmness; she is quickly responsive to any kindness, grateful and devoted. But she may also be spoilt by unrestrained "cram," and therein lies the danger of the multi-

plication of educationists. Already the young women are beginning to throw off the ties of home and family life in order to qualify themselves for a "career"; one of my own students left husband and baby to study at the University. Such study is inadvisable, surely. Let us Westerners see to it that we do not bring upon our allies a curse instead of a blessing, which we shall certainly do if we set before their women as highest ideal a learned but selfish life, instead of educating them in the true sense, by our example and our words, to be women, wives, and mothers, knowing more intellectually than in olden days, but not less tender-hearted and gentle, humble-minded and courteous.

S. L. POWNOLL WRIGHT.

ASSOCIATION OF HEAD MISTRESSES.

ANNUAL CONFERENCE.

THE Annual Conference of the Association of Head Mistresses was held at the Mary Datchelor School for Girls, Camberwell, on Saturday, June 11, Mrs. BRYANT, D.Sc. (President), in the chair. The members present numbered 165.

The minutes of the last annual meeting having been signed, the Secretary reported that the following had been elected to serve on the Executive Committee:—Miss Collin (Intermediate School, Cardiff), Miss Escott (Sheffield High School), Miss Gavin (Notting Hill High School), Miss Hanbidge (Central Foundation School), and Miss Silcox (Dulwich High School).

Reports were received and adopted from the Sub-Committees appointed to consider (*a*) Educational Administration; (*b*) Training of Special Teachers in Junior and Preparatory Work; (*c*) Relative Values of Examinations; and (*d*) True Cost of Secondary Education for Girls. On the last, the Conference was strongly of opinion that further inquiry was desirable. Reports were also received and adopted from the representatives on the Cambridge Training College, the Council of the Maria Grey Training College, and the Registration Council. In connexion with the last mentioned, the following resolution was moved by Mrs. WOODHOUSE (Clapham High School):—"That, in view of the forthcoming issue of Supplemental Registers, the Association of Head Mistresses desires that evidence of a good general education be required in addition to the qualification in the special subject." Mrs. Woodhouse suggested that, for example, the standard of examination for a gymnastic mistress might well be the Joint Board Higher Certificate, London Matriculation, or Oxford or Cambridge Senior; for in her special course of training there would be little time to give to general culture beyond sciences; whereas an art student during her four years' training would be carrying on such subjects as history of art, psychology, botany, geometry, and perspective, so that her general training might be said to broaden and deepen during her special training. That the general standard should be raised was generally agreed; and in the recent report of the Interdepartmental Committee on Physical Education it was recommended that the standard of general education and teaching experience to be demanded from teachers of this subject as a condition of recognition should be as high as that required from certificated teachers.

Miss FOXLEY (Queen Mary's School, Walsall), in seconding, thought that teachers of subjects outside the ordinary course should be women of sufficient cultivation to enable them to understand that their work should be correlated with that of the rest of the school. Want of funds for the training of teachers had, in the past, made it impossible to place upon them greater demands in the direction of detail, but the present standard must be greatly improved upon.

The resolution was carried unanimously.

Miss BENTON (South Hampstead High School) having reported on the work of the Joint Agency for Women Teachers, Miss F. GADESDEN (Blackheath High School) proposed the following resolution:—"That the Association of Head Mistresses welcomes the proposal to constitute a College of Secondary Teachers, and desires to co-operate with other recognized associations in carrying it into effect." Miss Gadesden said not only those actively engaged in educational work, but persons watching the many-sided developments, especially in connexion with Parliamentary action and Local Education Authorities, must have felt the need of some means of focussing interests and giving effect to the views of those concerned. Secondary teachers had not been behind in urging the interests of secondary education, but they had been lamentably behind in asking for the general views of the whole body of teachers on questions which concerned them all, and on which they ought to speak with authority. The memorandum placed in the hands of the members present, while it did not propose to start a new association, embodied a serious attempt to remedy matters by federating all the existing organizations and focussing all the force of the profession. The way to the establishment of a Secondary College was slowly opening out. The speaker drew special attention to the section dealing with Central and Local Authorities, and said the work of these newly constituted bodies showed that there was undoubtedly a great danger lest the interests of secondary education might not only be inadequately considered, but entirely overlooked, and that freedom and diversity might become dead letters. The proposed body would safeguard the interests of the teachers and speak with authority on their mandate.

Mrs. WOODHOUSE, in seconding, said that in the levelling up of primary schools there was need to guard against the levelling-down of secondary education.

The resolution was carried unanimously.

Under the heading of "State Action with regard to Education," the Conference then proceeded to consider the relation of secondary schools to the training of elementary teachers; and a paper was read by Miss BURSTALL (Manchester High School) dealing with some "methods and plans by which *existing* secondary schools could meet the requirements of the new regulations with regard to the secondary education of intending pupil-teachers (*a*) as pupils, (*b*) as half-timers." After contrasting the scheme adopted by the Associated Eastern Counties with that elaborated at the Barry County School, South Wales, the speaker said the former was the best attempt she had yet seen to meet all the conditions of this important and perplexing problem. The half-time system was being tried in the Manchester High School in connexion with pupil-teachers from the Withington Urban District Education Committee, and this was working well. In her opinion, two years was an altogether insufficient time in which to give a true secondary education; she would recommend three, or even four. One of the obstacles to be overcome was the difference of curricula, to which it took some time for the pupil to become accustomed.

The discussion which followed was opened by Miss COCKS (Redland High School), who deprecated the sending of elementary-school children into the higher schools; she considered the forcing on a child of fourteen a decision as to her future career a mistake.

Miss S. A. WALKER (Cowley School, St. Helen's) urged that these children should be sent to "B" schools rather than "A"—literary, not scientific, training being the essential.

Miss ASHBURNER (Lincoln High School) advocated the establishment of municipal scholarships to cover the cost of training of these children at secondary schools; and Miss NIMMO (King Edward's Grammar School, Aston) testified to the satisfactory results of bringing elementary-school children into the Birmingham secondary schools.

Miss ROBERTSON (Christ's Hospital, Hertford) said the benefit of the Cambridge scheme appeared to her to lie very largely in the clear recognition of two intellectual grades of elementary teachers, and she hoped this would receive recognition. She thought the elementary-school authorities were quite right to secure girls for teaching at about sixteen years of age, since the conditions of elementary-school teaching required a certain apprenticeship. Girls of the ordinary secondary-school type should be encouraged to enter the ranks of elementary-school teachers.

The PRESIDENT, dealing with the special difficulty of obtaining a sufficient supply of teachers both for London and the provinces in provided and non-provided schools, said that in order to fill the ranks the early decision to which objection had been taken was a practical necessity. The best possible course must be adopted without losing sight of the ideal. She was very sanguine as to the results of the new regulations in bringing the children right through the secondary school. They should enter at twelve without any pledge. The question arose as to whether county scholarships could be offered to all children who fulfilled the required standard, apart from maintenance and allowances, as set forth, for instance, in Dr. R. P. Scott's pamphlet on the subject. A distinction might be made between the poor children who required a maintenance allowance and those who did not, and the question of poverty should not be allowed to influence the award. At fourteen the children were asked to express the intention of becoming teachers, in order that their scholarship might continue. An opportunity offered here for the girl of the ordinary secondary-school type; it was quite possible to judge of her calibre, the probability of her making a good teacher, and whether her parents were prepared to give her a long and expensive education necessary to equip her for other than elementary teaching. With regard to half-timers, she considered seventeen a more suitable age than sixteen, and she saw no difficulty in having a division of the sixth-form girls teaching in an elementary school part of the time, provided they were not preparing for an examination.

Miss BURSTALL, in replying to the various points raised, said that many of the difficulties to which speakers had alluded were not the fault of the teachers, but were due to historic causes—for example, the payment by result system, and, above all, the English disbelief in education. Teachers had been starved and looked down upon for years, but in another generation she hoped that the spirit which had given rise to these conditions would die out. Want of money was doubtless a serious difficulty, but unsuitable buildings and insanitary conditions, especially in remote country places, were a serious hindrance to the work being taken up by secondary-school girls.

Miss EASTON then read a paper on "The Best Means of Selecting at

an Early Age Candidates for Scholarships and Bursaries." While deprecating the dependence of a scholarship on the choice of a profession at the immature age of twelve, the speaker said the point at issue was to make the selection in the way least harmful to the child herself, to the school which had educated her up to the age of twelve or thirteen, and to the profession for which she was to be prepared. She thought the best way was to allow heads of schools to nominate the most promising candidates. Where there was a difficulty in finding an adequate number of pupil-teachers, those proving unsuitable could be rejected at the end of the first term; and school reports would keep the County Authorities informed of the scholars' progress. They would also be required to maintain such a standard of work as would ensure their passing a prescribed examination at the age of sixteen. Where the supply exceeded the demand, difficulties in carrying out the scheme might be met by giving a certain number of nominations to each school, or group of schools, in a district. In order to minimize the ill effects of competitive examinations, where necessary she suggested that the examination should not give undue advantage to the pupils of any one type of school, and so really fail to obtain the most promising material. It should not mean either overwork or cramming of young children; it should not interfere with the choice of subjects taught in the schools, and it should not, in the lower forms, encourage the acquisition of knowledge at the expense of education. Compulsory subjects should be very few, the standard not very high, and the questions of such a nature and number as rather to test the quality of a child's work than an advanced knowledge for its age. Compulsory subjects should include reading, writing, spelling, composition, and arithmetic, and the optional subjects should be numerous. The subjects should be so arranged as to give an equal opportunity to children from the secondary and elementary schools. Manner, appearance, and general intelligence should be taken into consideration.

Miss OTTLEY asked whether a head mistress would have any option in the matter of accepting candidates; to which the PRESIDENT replied that a public school was open to all, provided certain conditions were complied with, and that a Local Authority could hardly be asked to submit to conditions not required of parents; while Miss FOXLEY stated that the County Councils were prepared to give an option in the matter. Miss HEPPEL (Bromley High School), Miss BURSTALL, and others joined in the discussion.

Miss FOXLEY read a paper on "Co-ordination of Curricula to facilitate the passing of Elementary-School Pupils into Secondary Schools and Correlation of Curricula among Secondary Schools of Various Types in a given District," in which she advocated the transfer of pupils at twelve years of age at the latest, for four years at least, such transfers being made only at the beginning of the school year. The primary schools should teach less arithmetic, and the pupils should be grounded in geometry, building on the foundation of the "Occupations" of the infant school and in connexion with drawing. The secondary schools should defer teaching algebra and foreign languages till the twelfth year, and both primary and secondary schools should improve the English teaching up to that age. She was of opinion that at least one higher secondary school should exist in each district; pupils from primary schools should be transferred to the lower secondary school, and promising pupils from lower secondary schools at the age of fourteen should go to the higher secondary school, which prepared directly for the older Universities, while the lower secondary school prepared for the newer University colleges, for municipal technical schools, and for normal schools for primary teachers.

In the discussion which followed, Miss HEPPEL said she had known girls entering her school with no knowledge of French, but otherwise qualified for upper forms, who with special instruction had been able to work with their own form after one or two terms. She thought a similar plan might be pursued with scholars from elementary schools. The PRESIDENT was of opinion that some French should be taught in the elementary schools under somewhat altered conditions; she looked forward to the time when the teaching of modern languages, both in elementary and in secondary schools, would be greatly improved.

Miss FOXLEY, in reply to the questions raised, wished it to be understood that she had been speaking of the school, not home, teaching of languages; her experience coincided with Miss Heppel's, and this, in her opinion, emphasized the futility of much of the form teaching in the early years; that period would, she maintained, be better spent in careful, thoughtful English work, by means of which the ground would be prepared for subsequent language study.

A question having been asked with regard to the teaching of modern languages abroad, Miss FOXLEY said she believed that in countries where tourists abounded they were taught from utilitarian motives, while in Switzerland, where the inhabitants were bi-lingual, if not tri-lingual, such teaching was a practical necessity. Neither France, Germany, Austria, nor Russia, so far as she knew, began to teach modern languages at an early age.

Miss WOLSELEY-LEWIS (Church of England High School, Graham Street) read a paper on "Higher Biblical Study."

In the discussion which followed, Miss BURSTALL deprecated the influence of examinations, not only on the teaching of Scripture, but possibly even on religion itself; teachers who valued this part of their work knew how different the conditions were when there was no examination before the class. Mrs. WOODHOUSE endorsed the remarks of the previous speaker, and said that Scripture teaching should not be in the hands of specialists; teachers only began to develop when they became responsible for teaching this subject to their own forms. Miss DOUGLAS (Godolphin School, Salisbury) concurred in this opinion. The PRESIDENT thought it undesirable to make every form mistress responsible for this teaching; it would be better that there should be several teachers in the school able to take this branch, provided that they were women of weight and standing.

Miss COLLIN (Intermediate School, Cardiff) gave a digest of "The Report of the Mosely Commission in reference to Co-education," contrasting the position of women and girls in this country and in the United States. Where co-education existed in this country, there was a tendency to put the boys' needs first, those of the girls being subordinate; there was, moreover, a danger of over-strain on the part of the girls, and this constituted a great danger. Motives of economy, rather than belief in the system, sometimes influenced the promotion of such schools; and it was incumbent upon all who had any influence with Education Committees to watch very carefully the starting of such schools.

A desire was expressed by the Conference that information on the subject of co-education should be collected and circulated.

INCORPORATED ASSOCIATION OF ASSISTANT MISTRESSES.—A general meeting of the Association was held on May 28 at the Clifton High School, on the invitation of the Western Branch and by the kind permission of Miss Burns. After a short opening address from the President, Miss Layton, of the Cardiff County Intermediate School, read a paper on "Welsh Secondary Education and the Intermediate System." Miss Ker (a member of the Education Committee of the Gloucestershire County Council) and Miss Palmer (of the Education Committee of the Somersetshire County Council) then gave an account of the scholarship schemes adopted or proposed for their respective counties. Miss Garaway explained the Bristol scholarship scheme, and Miss Young the scheme for Bath. After some questions and discussion, the meeting terminated with hearty votes of thanks to the Western Branch and Miss Burns for their hospitality and to Miss Ker for her address.

CORRESPONDENCE.

THE ASSOCIATION OF LONDON SECONDARY TEACHERS.

To the Editor of The Journal of Education.

DEAR SIR,—In the "Occasional Note" in your issue of June referring to the Birkbeck meeting for the promotion of a new association of teachers, you say: "We hope the promoters will be content to take a title that appears to describe them, such as 'Association of London Polytechnics.'" Will you allow me to point out that this comment is very misleading and most inappropriate? I have no mandate to speak for the London polytechnics, but, as the only principal of a polytechnic present at the meeting, I am qualified to say that it was in no sense representative of, or promoted by, the polytechnics, and that, apart from one speaker hailing from the secondary school at Regent Street, not one of the speakers named in the programme was connected with a polytechnic. I doubt if there were more than twenty polytechnic teachers of all kinds present. The meeting appeared to me to consist almost entirely of assistant masters and mistresses from certain secondary schools and pupil-teachers' centres who were full of alarm at the prospects of coming under the control of the London Education Committee and desired to safeguard their own interests, without, as it seemed to me, possessing much knowledge of existing associations and their work or a very broad conception of the promotion of education.

The invitation to the meeting distinctly stated that no one would be pledged in any way by attending, and this was emphasized by the Chairman (Dr. Scott), who informed the meeting that but for this pledge he would not have presided on the occasion. I gathered from what he said that he fully shared the opinion which I expressed at the meeting, that any new association of secondary teachers was uncalled for, but that there was need for an Association of Technological Teachers. As to your remark that neither Dr. Scott nor I was put upon the Committee elected, I need only say that, holding these views,

we could not have accepted such a position, nor did the promoters of the meeting make any overtures in that direction.—Yours faithfully, SIDNEY H. WELLS.

Battersea Polytechnic, London, S.W.
June 6, 1904.

P.S.—Since writing the above, I have seen a circular issued by the association in which the title is given as of "London Secondary and Technological Teachers." It is interesting to note that, while "membership is to be restricted to teachers in schools and institutions which receive aid from the London County Council," the association is "designed to unite all classes of non-primary teachers in London into one strong and comprehensive body," although how it can ever do so with the restriction stated it is not easy to see, since many of the largest London secondary schools, and at least three large technical institutions, receive no aid from the Council. The circular also says "there are bodies which represent head masters, head mistresses, assistant masters, and assistant mistresses of secondary schools, but there is no association which represents them collectively," a statement which suggests that the authors can scarcely have heard of the proposed Royal College of Secondary Teachers. Surely there is a surprising lack of knowledge of what is really going on in the whole movement!

To the Editor of The Journal of Education.

DEAR SIR,—In your "Occasional Notes" of the June issue of *The Journal of Education* you refer to what you term "a curious movement to establish an Association for London Secondary Teachers," and you excuse the use of the word "curious" on the ground that "now is the psychological moment for combination." Surely a curious foundation for opposition to the endeavours of those who, seizing the "psychological moment," have succeeded in producing a "combination" which already includes nearly two hundred head and assistant metropolitan teachers!

You further allege that the promoters of the meeting held at the Birkbeck Institute "showed themselves entirely ignorant of what has been done and is being done by the co-operation of teachers." May I suggest that this allegation reflects rather severely upon the chairman of the meeting and the Secretary of the A.M.A., both of whom spoke at length, and certainly did their best to provide the meeting with the fullest information, and to my mind succeeding. The latter gentleman even gave the number of metropolitan members of the A.M.A. as 140. There can, therefore, be no doubt that before the vote was taken those present were fully cognizant of pretty well all that "has been done and all that is being done," and were not impressed therewith, and for reasons that were fully appreciated.

The new association, which, you argued, is not required, has already proved its right to existence by the enthusiasm of the meeting and the immediate accession of members in larger numbers than the Secretary of the A.M.A. can boast after some ten years of continuous exertion. Might I point out that, although some of us would be glad to join the Head Masters' Association, we are precluded by circumstances which need not be discussed, and that, with regard to the A.M.A., it fails to meet the need of London teachers who require an association capable of dealing with London's educational and professional problems from the points of view of both classes of teachers.

The success of the movement is its sufficient apology. A body of teachers, principal and assistant, which now numbers two hundred (and will soon exceed five hundred) with a head master for its President and head masters and head mistresses on the Council, speaks and will speak for itself, and, if I may say so, Sir, should claim support from your journal, which has a unique record for outspoken fairness.

June 20, 1904. J. ETTA LAR.

"TWO SCHOOLBOYS."

To the Editor of The Journal of Education.

SIR,—I wonder whether it ever occurred to Mr. Bridge that the defects of "Classicus" might be due to his cricket; and that, if "Pedester" had been captain of the first eleven and "Classicus" had been unathletic, several other things might possibly have been different.

The worst defect of all the education which English parents most admire is that it does not teach boys the use of leisure; and, till we do that, it doesn't matter a rap whether they grind at Latin verses in school or potter about Nature-study with three unripe plums apiece, as suggested at Eton.

The Common Fact is becoming a fetich, which is nearly related to an incubus. One of the very ablest women I know couldn't have answered Mr. Bridge's question about the sun, and probably never will be able to answer it. If crafts are to be put into the curriculum of every school, let us be certain of the reason. Only, do not let any one argue about it on the assumption that the reason for teaching Latin is to be found in the Latin prose written by scholars, any more than the reason for playing cricket is to be found in the averages of the school eleven.—Yours faithfully, ROBERT F. CHOLMELEY.

St. Paul's School, W., *June* 6, 1904.

To the Editor of The Journal of Education.

DEAR SIR,—I have read with much interest Mr. Bridge's article in your June number. I think that his suggestions respecting the need for practical work for those pupils who have a "practical" turn of mind are excellent. I have long felt that it is unfair that certain children should be considered hopelessly dull and uninteresting simply because they have no taste for any kind of literature. These same pupils, when they leave school, often become the most valuable members of the community. So far from being stupid, they are often, in their own line, very clever; but they have no love of books, and, in most cases, neither had their parents before them. I think that pupils of this type ought to receive far more attention than they generally do. It is, perhaps, sometimes owing to a want of sympathy and insight in their teachers that they are regarded as unworthy of special instruction.

But on one point I cannot quite agree with Mr. Bridge. He says that "no suggestion of inferiority must attach to the boy who can use his hands better than his head." Is this possible? Is not the school a miniature world, and do we not always estimate brain work above manual labour?—I am, Sir, yours faithfully, R. A.

Bradford, *June* 7, 1904.

MEIKLEJOHN'S "NEW GEOGRAPHY."

To the Editor of The Journal of Education.

DEAR SIR,—I am surprised that Mr. M. J. C. Meiklejohn should take exception to the statement in my review of "Meiklejohn's Geography" that "we were unable to find the chapter on 'Commercial Geography,' which, the preface assures us, is a new improvement in this edition." The plain truth is that no such chapter exists "as a new improvement" to this edition. The chapter in the previous edition on "Commercial Geography" reappears with emendations of statistics, &c., such as have been made throughout the book. I must apologize for the slip in the statement of the number of copies (170,000) of this "Geography" which have been sold. It is a circulation of which any editor may well be proud. YOUR REVIEWER.

"AND BEAUTY DRAWS US WITH A SINGLE HAIR."

To the Editor of The Journal of Education.

SIR,—I hope that in the present instance I shall not be accused of hair-splitting nor of rushing in like a fool where angels fear to tread; but I should like to ask where Mr. J. B. McLaughlin obtained the Biblical phrase as quoted by him? Both the Authorised and the Revised Versions are identical in this case, as follows:—"Thou hast ravished my heart with one of thine eyes, with one chain of thy neck"—Song of Solomon (called the Song of Songs in the Revised Version), iv. 9. I do not know what the original Hebrew word is for "chain"; but here is the Vulgate translation: ". . . rapis animum meum uno *aspectu* oculorum tuorum, uno torque a faucibus tuis."

As at present advised, there does not seem any real connexion between Pope's line and the verse in the Holy Scriptures referred to. A link in the "chain" is wanting—another instance of the evils of slipshod quotation.—Yours faithfully, EDWARD LATHAM.

TEACHERS' GUILD NOTES.

[*By a resolution of the Council, of June* 19, 1884, "The Journal of Education" *was adopted as the medium of communication among members of the Teachers' Guild; but* "The Journal" *is in no other sense the organ of the Guild, nor is the Guild in any way responsible for the opinions expressed therein.*]

MEMBERS of the Guild who have taken an active interest in the educational movements of the last decade or so will be glad to study the Regulations for Secondary Schools just issued by the Board of Education, and to learn that at length we have an official definition of a "secondary school." Of course the definition is limited by the words "for the purpose of these Regulations," but we believe that it will "catch on" without any limitation. It runs thus:—"The term 'secondary school' means a day or boarding school which offers to each of its scholars, up to and beyond the age of sixteen, a general education, physical, mental, and moral, given through a com-

plete graded course of instruction, of wider scope and more advanced degree than that given in elementary schools." We read that "the Board do not consider that any precise definition of the term 'secondary education' is immediately practicable; but a definition of the term 'secondary school' has become indispensable." The Board desire to emphasize the three following points as being essential to the course of instruction referred to in the definition:—(1) "The instruction must be *general*"; (2) "the course of instruction must be *complete*"; (3) "the instruction must be *graded* in its various branches." A perusal of the Regulations, and especially of the prefatory memorandum signed by Mr. Morant, produces the cheerful conviction that at length officialdom is, in this department, disarmed of its chief terrors, and "sweet reasonableness" reigns. Apart from the personality of the present responsible Officer of the Board, we cannot attribute the change to any other cause so much as to the persistent represesentations of teachers, through their associations, during the last ten years and more, though other influences have been potent in the same direction.

AS only a fortnight has elapsed since the issue of the latest number of the *Teachers' Guild Quarterly*, there is not much fresh material for our "Notes." The Council had a long sitting on June 23, and dealt with many matters of importance. Most of these, however, had to do with *interim* stages of different developments on which it would be unprofitable to dwell till further maturity has been attained. We may barely enumerate a few of them, however, for the information of members. After some necessary formal work, including the appointment of Committees for the year 1904–5, the question of holding another Joint Conference of Educational Associations, similar to the Conference of January 11 and 12, 1904, was raised, and the Organizing Committee have been instructed to report on it to the Council on July 16. The Council also gave its general approval to a series of resolutions submitted by a Conference of representatives of the Guild, the National Union of Teachers, and the Assistant Masters' Association on the subject of promotion of children from elementary schools. The resolutions deal with the age of entry to secondary schools and length of stay therein; scholarships under the heads "Mode of Award" and "Income Limit"; and the knowledge-requirements for entrance by scholarships to Secondary Schools." The Education and Library Committee were instructed to bring up a report on the subject of the revival of the work of the former Education Society by the Guild. The Society amalgamated with the Guild, on certain terms, in the autumn of 1886. It was decided to invite Miss Maitland, Somerville College, Oxford, and Miss Henrietta Busk to serve again as the representatives of the Guild on the National Council of Women on the occasion of the York Conference of the National Union of Women Workers in November next.

DR. MACNAMARA has been giving in the *Daily Chronicle* his diagnosis of the modern schoolboy, and, in spite of seven-a-penny cigarettes, he holds that he is a vast improvement on the schoolboy of thirty years ago. The grounds of this optimistic conclusion are more curious than convincing: "The boy of to-day has a better time all round than the boy of 1870. He is more pampered . . . the cheap newspapers give him a big hold on the current news of the world; he enters for newspaper competitions. . . . The boy of thirty years ago never dreamt of entering for newspaper competitions; the boy of to-day dreams of nothing else." *Tit-Bits*, the *Golden Penny*, *Answers*, *Truth* puzzles, the *Times* "Encyclopædia"—this is a liberal education, the stepping-stones by which men may now rise, and Westminster Abbey will be reserved for the Œdipus who guesses most rid dles.

MR. W. J. SHARPLES succeeds Dr. Scott at Parmiter's School. Mr. Sharples was Thirtieth Wrangler in 1887, and has been second master at St. Olave's School, Southwark, since 1897. The following were the seven selected candidates. It is noteworthy that there is not a cleric among them:—A. W. Bain, M.A., University College School; W. Caldecott, M.A., second master, Owen's School; W. S. Daddo, M.A., second master, Parmiter's School; H. R. Norris, M.A., LL.M., B.Sc., second master, Central Foundation School; T. P. Nunn, M.A., B.Sc., second master, Wm. Ellis School, Gospel Oak; W. J. Sharples, M.A., second master, St. Olave's School, Southwark; C. E. Wade, M.A., history master, Merchant Taylors' School.

BLUNDELL'S SCHOOL TERCENTENARY.

By PAUL BIERLEY.

ON the 29th and 30th of June the Tercentenary of Blundell's School, Tiverton, was celebrated, and at the same time the Master of Balliol unveiled a portrait, by Prof. Herkomer, of the school's most famous "O.B.," the late Archbishop Temple. This portrait has been given by one of the governors, Mr. John Coles, who was presented with the freedom of the Borough of Tiverton in recognition of his many acts of generosity to his native town and to the school.

By his will, dated 1599, Peter Blundell directed his friend, the Lord Chief Justice Popham, to build a school for a hundred and fifty boys of Tiverton at some convenient place in the town; and he left minute directions as to the length, breadth, height, and other particulars of the school he wished to found. If there were not a hundred and fifty Tiverton boys eligible, then "foreigners" might be admitted to make up the number. No doubt Blundell was induced to this splendid liberality by the remembrance of his own early trials, for he was the son of poor parents, and had had no other advantages than his own shrewdness provided. After leaving Tiverton he settled in London, and became one of its merchant princes.

Popham faithfully carried out his friend's wishes, and in 1604 the school was opened. The first Head Master was Dr. Hall, who afterwards became Bishop of Norwich. He probably held his office for the shortest time of any head master of a public school, for as he was leaving Popham's house, after having accepted the post, he received the offer of the living of Halstead, and immediately tendered his resignation. Then came Samuel Butler, who remained Head Master for thirty-seven years—a period none of his successors have equalled. Whether he was the Samuel Butler, of Barnstaple Grammar School, who, in 1601, was "inhibited from teaching till he show by what authority he teaches" is uncertain. (Apparently there was a Column B, even in those days.) In 1734 Samuel Wesley, the brother of John Wesley, was appointed Head Master. He produced many notable scholars, and incidentally, it may be mentioned, he tried to convert John to orthodoxy. Another Head Master was Richard Keats, of whom it is related that he had a nickname for every pupil, and had a playful habit of talking to another boy until he got a good opportunity of striking the victim whom he intended to punish. Then, when the boy was off his guard, down came his instrument of torture!

After a good deal of opposition from the townspeople it was decided, in 1880, to remove the school to Horsdon, a mile away from the town. Here a handsome building was erected and opened in 1882. At the time of removal, there were only seventy-five pupils—boarders and day boys included—indeed, it is doubtful whether at any time prior to the new building being erected there were the number of pupils intended by Blundell. Now, the school numbers considerably over two hundred boys, and under the skilful management of its present Head Master, Mr. A. L. Francis, who has controlled it for thirty years, there is every prospect of its numbers being increased. Boys of Tiverton parents, and those whose parents have resided for three years within the borough, are received at a reduced fee.

Attached to the school are scholarships and exhibitions at the Universities of Oxford and Cambridge of the yearly value of £640. Of these scholarships the Balliol is the blue ribbon. Candidates must have been in the school for three years before they can compete; for the other scholarships, two years are required.

Mention has been made of Archbishop Temple as an "O. B.," and Blackmore, the author of "Lorna Doone," is another. The "ironing-box" is still to be seen where John Ridd fought his battle, and the exterior of the Old School is hardly changed from what it was in his days, though the interior has been partitioned into dwelling houses. Parson Jack Russell should also not be omitted.

A memento was presented to all guests at the luncheon by "O.B.'s" in America, consisting of a reproduction of the best of the Hogarth invitation tickets.

THE entries for the Cambridge Higher Local Examinations, which were held last week, numbered 1,062.

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A Woman of Sentiment. By ANNIE LINDEN. (Price 6s. Methuen.)—"A Woman of Sentiment" is a pretty story, rising here and there to the point of distinction. The scene is in Holland, which is pleasant, if only because it is rare. And the heroine is nice, though not quite as wise in her generation as one likes nice people to be. She marries a man of the world, and finds herself out of sympathy with him. The usual temptation comes in her way, in the person of a friend of her husband's. At first she is too innocent to make the slightest attempt at a compromise with worldly standards. But growing more and more miserable, she grows reckless also, and plays the silly game of pretending to flirt with a man she is really in love with. How she recovers herself in the end we leave the book to tell, adding only one word of commendation for the chapter in which she bids farewell to Rittmeister van Breughel.

A Change of Face. By THOMAS COBB. (Methuen).—We congratulate Mr. Cobb on having found a new and really interesting motive for his novel. A very beautiful girl is engaged to be married to a man who believes himself to be very much in love with her. But, before the wedding-day comes, Evangeline Maitland is overtaken by calamity. She wakes one morning to find that she is no longer beautiful, but positively hideous. Her face has been distorted by paralysis. Hopes of recovery are held out to her, and she does not, in the beginning, anticipate the necessity of even postponing her marriage. She writes to her betrothed and tells him of her misfortune. He comes to see her, and she quickly realizes how her "change of face" is affecting his feeling towards her. The situation is developed with much delicacy, and yet with a kind of realism that is commendable, and the lover of happy endings will be glad to hear that Mr. Wilmot is at last released from his engagement, and a substitute found for him in the person of a young doctor, who makes Evangeline's acquaintance at the seaside while she is still disfigured. She wins him by her personal character and distinction, which he has the insight to read through the defect. And of course, in due time, the defect is healed.

The Woman with the Fan. By ROBERT HICHENS. (Price 6s. Methuen).—Mr. Hichens's novel, "The Woman with the Fan," is worthy of notice only because it embodies this same ingenious idea of the loss of beauty through an accidental misfortune, and makes it the test of degree and quality in the affection of two men for one woman. But, inasmuch as the change of outward appearance loses the heroine the love of her own husband, and draws to her an unlicensed admirer, the moral is not good. And the society with which the story occupies itself is that objectionable scum of London that flaunts vulgarity and immorality under the name of "smartness"—as to which *guarda e passa* is the word of the truest wisdom.

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OCCASIONAL NOTES.

WE hardly suspected that the Government would proceed with the Defaulting Authorities Bill. But the event has falsified our prediction, and the Bill has been read a second time. Opposition there was in plenty, but the Speaker ruthlessly cut short those orators who would have made this an opportunity for an attack upon the whole educational policy of the Government; and Sir William Anson—it must have been with quite a special feeling of satisfaction—moved and carried the closure after five and a half hours' debate. To put aside for the moment any opinion as to the wisdom or unwisdom of the Education Act of 1902, it must be admitted that the duty laid by the legislature upon certain Local Authorities has not been in all cases loyally accepted. The legislature, therefore, must adopt one of three courses. It must amend its Act, or submit to see its authority flouted, or must pass a further coercive measure. It could hardly be doubted that, if the Ministry pressed for it, the House would grant further powers to ensure that its will be carried out. Naturally it was pointed out that the Act gives powers to proceed against defaulting Authorities by *mandamus*. Wise after the event, we now see that it was an error to include this antiquated and cumbrous machinery in the parent Act. To attempt to carry it out now would raise howls of derision from the indifferent, and would invest the serious opposition with the glory of martyrdom.

Defaulting Authorities.

A GOOD case can be made for the Government, but Mr. Balfour treated the question with more than his usual persiflage. Sir John Gorst and Sir William Anson were the serious supporters. They were able to adduce precedent, and Sir John said that during his reign at Whitehall the Education Department had more than once to declare a School Board defaulting and to assume the powers given under the Act of 1870 to replace that Board. Sir William had a good deal of evidence of the hardships suffered by individuals in Wales owing to the tight hand the County of Carmarthen has kept upon the purse-strings. Though we admit the doctrine that the production of an omelette justifies the breaking of eggs, we cannot admit its applicability here. Teachers, managers, and children are called upon to suffer, not in order that something may be done—that education may result—but for the precise opposite. On the whole, the debate went to show that the Act, with all its faults, had done, and was doing, good. It is well that this should be recognized, and we believe that the recognition will grow wider from day to day.

The Debate.

AS we said before, the House of Commons is bound to insist that its Executive shall see that the will of the Commons is obeyed; but it is quite possible that the Executive might have found a wiser policy. In the first place, it will be exceedingly difficult to prove any authority to be defaulting. The Act orders that non-provided schools shall be kept in a state of efficiency. It does not say that money from the rates must be spent on these schools. It does not say that the teachers' salaries must be the same as in provided schools. Much legal quibbling is possible, and the Board of Education will have much difficulty in catching the Welsh hare in order that they may cook him. Secondly, the proposed Act does nothing to allay the irritation that exists in Wales. There is not the least hint or promise that the grievances shall be lightened. Mr. Balfour's scoffs at the word "conscientious" will be widely misunderstood, and will lose him many a supporter. This or another Government must face the demand that complete control over the management must be possible for the body finding the money, and that complete freedom from religious tests imposed on teachers must be allowed to be within the discretion of the same body.

The Result of the Act.

IT is dangerous for associations to rely upon individuals. For an individual member is not a permanent asset: when he is withdrawn the whole organization may collapse. We have heard it hinted that, now Dr. R. P. Scott's energies have been transferred to another sphere of work, the Secondary Federation scheme is "hung up." We merely call attention to this as a warning. We cannot believe that a scheme so elaborately drawn up and so warmly welcomed should be allowed to fall to the ground for want of one or two energetic promoters. The Federation Committee is now waiting for a report of a sub-committee appointed to confer with the College of Preceptors. That report is delayed owing to the regretted illness of Mr. Eve. The accounts of Mr. Eve's health are entirely reassuring, but it will be October probably before we hear the result of this conference between the sub-committee of the Federation Committee and the College of Preceptors. From such straws as are floating on the wind, we may say that the College appears to welcome the possibility of a wider sphere of influence, but will insist that the new College shall be a development of the present one. There is no thought of committing the happy despatch so as to clear the ground for an entirely new organization.

Federation.

CAN it have been the feeling that their discussions were, in the main, academic that made their lordships speak with one consent pleasant things about the Bishop of St. Asaph's little Bill? The Bill was read a second time without a division; but it is obvious that, if the House of Lords send the Bill down to the Commons, it will only add one more to the list of the slaughtered innocents. Taught caution by his unhappy experience with Wales, Lord Londonderry sat comfortably upon the fence. He had searched the newspapers in vain for any welcome, however cold, given to the Bishop's proposals. Yet these proposals are so simple and look so fair and just. We, say the voluntary managers—we will hand over our schools to you Local Authorities on three simple conditions. You must maintain the schools; you must give us facilities for teaching the tenets of our faith to those children whose parents wish for such teaching; and you must further give us like facilities in all provided schools as well. It is all so logical and simple. There is but one flaw. What is sauce for the goose is sauce for the gander. If the Church of England provides special religious teaching for its lambs in all public elementary schools, other religious bodies must do the like. This they are not all prepared to do, and in some localities, if they did, the school building would not provide a class-room apiece. In Germany candidates for confirmation are withdrawn from school during the morning hours and the teachers have to put in extra hours in the afternoon to make up the tale of the day's work.

Transferred Schools.

THE Conference between the Associations of Head Masters and of Assistant Masters, from which was hoped so much, has not yet, so far as data for judgment are public, effected any tangible result. Our readers will remember that the main idea of the Associations was to decide upon a policy with regard to assistant masters' tenure of office which should be acceptable to both sides, and which could therefore be urged with authority upon the Board of Education. The policy agreed upon was that, while the head master, as the expert agent of the governing body, should select his staff, the assistant, when appointed, should be officially recognized by the governors as their servant. This concordat was held to be contingent upon the Board of Education's consenting to hear appeals against alleged unjust dismissal. We have no official knowledge as to the attitude of the Board of Education upon the question of tenure, or upon appeal, but we are almost forced to the unpleasant belief that judgment is going by default. The Board of Education has had several months in which to cogitate, but so far no intimation of their intentions has been made public.

Tenure.

IN the meantime there is certain indirect evidence that the Board of Education has entirely refused to endorse the suggestions made to it by the Tenure Conference. One revised scheme—not to mention others—is being pressed through in the teeth of opposition. The Board apparently clings to the exploded belief that salvation lies in giving the head master power to dismiss the assistant "at pleasure." It is true that until the Endowed Schools Acts are amended some one must be entrusted with this power. But no Act says the head master is to enjoy it. That is an incorrect reading resulting from the invariable action of the Charity Commissioners. It is stated in the local papers that the governing body of Bradford Grammar School proposed a slight modification of the absolute power of the head master over the assistants, and that the Board of Education has in consequence sent back the draft of the scheme. Public feeling, both among assistant masters and upon the Town Council of Bradford, is said to be greatly exercised. We cannot tell what is behind the alleged action of the Board, but it would certainly appear that, while it has published no answer to the representations of head and assistant masters, it is acting as if it did not intend to be influenced by them.

Bradford.

INDIRECT evidence again tends to show the failure of the concordat so far as Local Authorities are concerned. Our information is that the Lancashire Education Committee recommends that the governors should appoint the assistant masters in the schools under its control "after receiving the advice of the head master." This position concedes the main claim of assistant masters that they should be recognized as servants of the school. But from the head masters' point of view there is a considerable difference between having the power of making the appointment and being consulted as regards to it. It seems to us that the right position is that the head master should virtually select his men, but that the governors should ratify the appointments and should have the power of veto. The lamentable action of the governors of the Salt Schools, Shipley, in forcing the resignation of the head master, an action protested against, as we learn from the local press, by almost the whole population of Shipley, may well make us hesitate in giving to governing bodies more power than they already possess.

Lancashire.

SO far as the doings of one country can point the moral to another the attitude of the Transvaal on the subject of religious education augurs badly for the success of the Bishop of St. Asaph's Bill, were it to become law. In the Transvaal simple religious instruction is given to every child. In addition to this a clause in the Education Ordinance gives the right to ministers of religion to provide supplementary instruction within school hours to those pupils of their own persuasion who have expressed a desire that such instruction should be given. It is stated that only 450 children out of the 28,000 now under instruction have availed themselves of the privilege, which appears to be popular neither with the Dutch Church nor with the Nonconformists. A motion before the Legislative Council to rescind this permissive clause was withdrawn on the promise given by the Government to appoint a Commission to inquire into the general question of religious education in Government schools. We are inclined to suggest that, if "the right of entry" were accorded in English public elementary schools, experience would show that only a few enthusiasts would take advantage of the privilege.

The Right of Entry in the Transvaal.

THE Conference of Head Masters and Assistant Masters has issued the report of its sub-committee on the subject of pensions and retiring allowances. Convinced as we are that nothing short of a universal and compulsory pension scheme controlled by a central body can ever be satisfactory, we find the report somewhat disappointing. It begins, indeed, by stating that a centrally managed scheme is the only ultimate solution of a very difficult problem. But it hastens to add that such a hope is for the present visionary. We are bound to assume that the Conference speaks with authority and knowledge, and that therefore the Board of Education is at present disinclined to touch the question of pensions in secondary schools. It is this fact that we find

Report on Pensions.

disappointing. The second best to be hoped is that County Authorities will each establish its pension fund, and that a sort of "clearing house" will be formed that will enable a man to move from one area to another without forfeiting his hopes of a pension. It is this that the report proposes. It is clear that only governing bodies of large and wealthy schools can have their own pension schemes. In small schools, for one reason or another, men rarely stay until the pension age, and governors in such schools would give this as a reason, coupled with lack of funds, why they should not establish a pension scheme.

IT is possible to argue that the formation of a number of local pension funds would make the ultimate amalgamation more difficult. This report, however, regards such amalgamation as finally inevitable, and thinks the formation of local funds will pave the way. To this end it is recommended as preferable that each Local Authority should manage its own fund. It is stated that the adoption of one of the insurance companies' schemes might cause difficulties in the future. With the essential details as recommended in the report we are in full agreement. Indeed, the whole subject is dealt with in a masterly way. These are declared to be the essentials: Contributions by masters must be graduated, and *at least* an equal amount must be contributed by governing bodies or Local Authorities. The retiring age should be normally sixty. The assistant should have the option of retiring at fifty-five and upwards to sixty, and the head master should have the option of deferring the retirement until the age of sixty-five. In case a teacher retires before the limiting age he is to have returned to him his contributions, with the addition of a reasonable rate of interest, and some share in the profits or bonus. Finally, in the case of a "bad life," the risk should be shared by all contributories on the principle of a sinking fund. This is important. We believe one pension scheme worked through an insurance society has already broken down because the office has rejected a "bad life."

The Essentials of any Scheme.

IT is still a moot question whether an assistant master absent from illness should or should not be required to pay for a substitute. The action of governing bodies varies. In some cases—notably where the financial position of the school causes no anxiety—the governors are generous enough to pay the salary both of the master and the substitute. In one case we know of a man's salary was paid for a year after he was unable to work. In default of any special agreement, we believe, the governors are bound to pay the salary during illness; but, of course, they can always protect themselves by giving notice of dismissal at the beginning of the illness. The suggestion has been made that each County Authority ought to form a sick-pay fund—the governors, the Education Committee, and the assistant master each contributing one-third of the cost. Certain benefits would obviously result. A man would not feel obliged to try and work when he was really too ill to do his work properly; an absence would cost him nothing. Such a fund, too, might in the course of time accumulate to an extent that would permit of benevolent grants in cases of distress. It might even develop into a pension fund when the machinery was once evolved. But we are not sure, and we would like to know, how assistant masters would view the scheme. Its acceptance would involve the admission that an assistant master has no right to his salary while he is prevented by illness from doing his work.

Sick Pay Insurance.

CANON BARNETT opportunely returns to the charge on the subject of continuous school during the summer for children in towns. The reform, we recognize, will not take place to-morrow, nor yet the day after; but reform ultimately becomes possible when a man who sees clearly the goal before him plods on until he reaches it. The condition of children playing in the streets during the month of August is pitiable. The school—their one centre of light and rational enjoyment—is closed. The experiments of Mrs. Humphry Ward and her coadjutors, though excellent, cover but a corner of the ground. Canon Barnett knows too much of schools to suggest that either children or teachers should lose their holidays. His suggestion is, put very briefly, that for nine months of the year the Code should be enforced, and that for the three summer months schools should be conducted upon the lines of a summer school, and should be of a more recreative character. During this period teachers would take their holiday in rotation, and children could go away with their parents or be sent away by the Country Holiday Fund without dislocating the work of the school. It is evident that serious inconvenience results—not least the enhanced cost—when we all take our holidays in one short month.

Summer Schools.

WE are inclined to ask what is the use of a reformed Board of Education, of training colleges, codes, and Local Authorities, when such a startling advertisement as we read in the columns of a local paper can appear unchecked. It seems that the Colne Valley Education Sub-Committee is in want of a caretaker for one of its schools. The salary offered is £33 per annum. The advertisement continues: "Applications invited from persons having had experience in teaching willing to take temporary engagements at schools in the valley during the absence of staff teachers." We are not yet a profession.

Hygiene: Cleaning Floors and Children.

THE deputation which on the 15th ult. waited on Mr. Balfour to urge increased State grants to Universities were not sent empty away. It was something to draw from Mr. J. Chamberlain, less fanatic than some of his followers, an acknowledgment that education was a factor in the fiscal problem, and from Mr. Balfour a confession that in higher education we are less well equipped than the United States or Germany, though this confession was qualified by the irrelevant observation that University education had nothing to do with original genius. A more substantial result of the deputation was a conditional promise from Mr. Austen Chamberlain that, if things went well, the State contribution to University colleges, which has been doubled this year, would be again doubled in the Budget for 1905.

State Grants to Universities.

A DEPUTATION, including many leaders of the medical profession and presenting a petition signed by nearly fifteen thousand doctors, waited on Lord Londonderry to beg him to take steps to have the rudimentary laws of health taught in all schools under the control of the Board. The Minister expressed entire sympathy with the objects of the deputation, and only asked that the Board should be given time: till teachers were themselves taught, they could not be required to teach others. While fully agreeing with all that Sir Thomas Barlow urged, we confess that we regard this fresh demand on both teachers and pupils with some apprehension. Let children by all means be taught the virtues of water and the vices of gin,

The Doctor is Abroad.

the benefit of fresh air and the immorality of dirt in all its forms; but let us not dignify this useful general knowledge with the scientific name of "hygiene," or pretend to explain what, after all, must be to them, and even to their teachers, mainly a matter of faith. Nothing can be less educative than the manuals on physiology, the laws of health, and domestic economy that are commonly used in girls' schools.

Branding of Herrings.

WE have elsewhere dealt at length with the Leaving Certificate scheme of the Consultative Committee; but there is one minor recommendation that deserves special mention: "The examination should be conducted in each school by external and internal examiners representing respectively the examining body and the school staff." This is a reform that we have often pressed. It gives the go-by to the old prejudice embodied in the misapplied metaphor (for which Prof. Huxley is responsible) of "branding your own herrings." As if, forsooth, the average schoolmaster were a Polonius, a fishmonger desirous of palming off on the public as first-rate a second-rate article. In our opinion the Committee shows excessive caution, and its very modest proposal, evidently a compromise, does not go nearly far enough. The external examiner is still to set the papers, as before, but he is required to consult with the schoolmaster; he likewise has to look them over; only in the case of candidates just below the pass line the schoolmaster is allowed to have a voice. Why not frankly accept the German system, and let the schoolmaster conduct the examination with an external assessor as moderator to see fair play?

Religion of the Schoolboy.

IT is a pity that Mr. Weisse's one-sided article on "The Religion of the Schoolboy" has not provoked a more complete and effective answer than "A Schoolboy's Reply" in the July *Contemporary*. His school, "a public school as great as any," is easily identified as Eton; and at Eton it may be true that "hardly a tenth of the congregation in our chapel really attend to the services," and that the sermons are for the most part uninspired and platitudinous moral essays; but in this respect Eton is not a typical public school, and as to sermons we may safely appeal to recent selections of school sermons that have been noticed in these columns. For the rest, our Eton boy bears testimony to the genuine sense of religion, none the less genuine because it is silent, that, in spite of black sheep, prevails even in the worst of houses, and his evidence carries weight because it is so obviously spontaneous and sincere. All we wish is that one with wider experience—some lay head master like Mr. Paton—would have shown us both sides of the medal.

LOCAL AUTHORITIES.

Clause VII.

THE Regulations for Secondary Schools recently issued by the Board of Education confirm the new policy of the Board with regard to what is generally known as Clause VII., which defined the relations between secondary schools, Local Authorities, and the Board. Early in the year Local Authorities were apprised—apparently in a somewhat indirect manner—that the Board of Education intended, as regards secondary schools, to abrogate the old Clause VII. arrangement, whereby all communications, including payments of grant, were made through the Local Authority—County Council or County Borough Council—of the district in which the school was placed. It will be remembered that on May 13 last Sir William Anson received a deputation, including numerous influential representatives of Local Authorities, who protested against the Board's change of policy and the reduction of the powers of Local Authorities which it involved. Mr. Dowson (Surrey), Lady Selborne (Hampshire), Mr. Pullinger (Wiltshire) were among the spokesmen of the Local Authorities. Sir William Anson, in reply, clearly defined the policy of the Board, which had for its object that the governors of a secondary school should indeed govern and not merely manage. He threw cold water on the ambitions of educational officials to "look round" secondary schools and then report to Education Committees what changes were required. The head master should, in Sir William Anson's view, have considerable power: his deliberations with the governors were of the greatest importance, and it should be possible for the decision of the governors to be carried into effect without interference from the Local Authorities. Grants, too, should be paid directly to the schools earning them. Sir William Anson's views, as expressed to the deputation, reappear in the new Regulations, which state: "The school must be conducted by a body of governors. The constitution and functions of the governing body, and their relation to the teaching staff and the Local Education Authority, must be such as the Board can approve. . . ." And the prefatory memorandum states: "XVI. . . . the Local Authority will be consulted. . . . At the same time, the Board regard it as of great importance both that local interest in the management of schools should be preserved and developed, and that the head master or head mistress should not be liable to any unnecessary interference in matters of school administration for which he or she is primarily responsible. The immediate relations of the head master or head mistress will be with the governing body; and the control of the Local Education Authority over the school, and its relations with the school staff, should be exercised through the governing body." It is strange that the old Clause VII. arrangement is still retained for evening schools. In the case of evening schools not controlled by the Local Authority the results of the Clause VII. arrangement are almost, if not quite, as objectionable as with secondary day schools.

Sheffield.

The Report of the Education Committee of the City of Sheffield for the year ending March 31, 1904, bears eloquent testimony to the appreciation felt in Sheffield for Prof. Sadler's educational survey, the first of its kind undertaken since the passing of the Act. It states that some of the plans Mr. Sadler's Report embraced seemed at first most difficult and almost impossible of attainment, "but the Committee have succeeded beyond expectation in devising practical schemes." The amalgamation of the Royal Grammar School and Wesley College suggested by Mr. Sadler is already almost an accomplished fact. The premises and grounds of Wesley College will be used for the new school. The Central Higher School, rising from the ashes of the old Higher-Grade School, is to be a distinct secondary school with a leaving age of sixteen. It will undertake the preliminary training of pupil-teachers, and arrangements are being made—inconceivable a few years ago—for the transference of specially gifted boys to the new amalgamated Higher Secondary School. But "it is not desirable that scholars from public elementary schools should go direct to the new Higher Secondary School unless they posses exceptional talent and can undertake to remain for the full course." The Pupil-Teachers' Centre will be retained, with somewhat modified functions; and a training college for teachers with hostel or hostels attached, linked with the Sheffield University, is proposed. The new scheme for higher education should prove very successful. The whole educational organization for the city is illustrated by an "outlined plan," but the double line placed in the middle of the picture suggests a more rigid demarcation between two classes of pupils than at present exists in fact. The weakest link in the educational chain is the provision of "private and other preparatory schools" for children between the age of seven and twelve whose parents do not wish to send them to public elementary schools. How long will elapse before Educational Authorities realize that there is here a very serious *hiatus* in the public provision or supervision of educational institutions? The arrangements at Sheffield for such important educational agencies as penny banks, bathing facilities, libraries, and museums appear to be unusually complete.

Coventry.

The city of Coventry was not perhaps so fortunate as Sheffield in its arrangements for an educational survey. Prof. Hughes, of Birmingham University, has prepared a report on the educational resources of the city, which shows indeed much careful thought and thorough inquiry, but which unfortunately is marred by several wild suggestions. One example must here suffice. Coventry, with a population of about sixty thousand, is fortunate in possessing an old and well known grammar school—the King Henry VIII. School. Mr. Hughes actually suggests that it might be converted into a "mixed" school for boys and girls. Another suggestion which has caused trouble is not so unreasonable. Mr. Hughes suggested the appointment of a Director of Education at a salary of £500 a year. The Education Committee accepted the suggestion and made a recommendation to the Council. The Council, however would not have a "Director" at any price; and the unfortunate proposal was bandied backwards and forwards until finally it was decided to appoint a Secretary at a salary of £300 a year. As a consequence of these proceedings, one of the most esteemed members of the Education Committee

—a co-opted member—has resigned his position. It must be hoped that this kind of friction between Council and Committee will not often occur. The Education Committee has selected Mr. F. Horner B.A., LL.B., for the appointment as Secretary, and their recommendation has been accepted by the Council. Mr. Horner was formerly Principal of the Pupil-Teacher Centre at Coventry, and previous to that assistant master in Norwich Higher-Grade School. The other candidates in the final list of three were Mr. C. G. Bone, Education Secretary for Rutland, and Mr. S. Torbitt, Secretary of the Ilford Education Committee. Mr. Bone was unable to appear before the Education Committee but he received 12 votes as against 14 given for Mr. Horner.

West Riding.

The Higher Education Sub-Committee of the West Riding of Yorkshire have produced a "Report on Secondary Schools and Pupil-Teacher Centres (existing conditions), with Introductory Notes," which is almost staggering in its completeness. In turning over the pages, the reader almost expects to find recorded the average weight of West Riding head masters compared with that of the corresponding assistant masters. But, jesting apart, this Report is an excellent piece of work; no pains or expense has been spared, and every detail has been considered. The fact that the introductory notes are contributed by no less an authority than Mr. Arthur Acland is in itself a guarantee of the excellence of the Report. A double portion of the Acland spirit would be a good thing for secondary education at the present time. Mr. Acland admits that in the West Riding there is "a considerable deficiency in the accommodation [of secondary schools], great deficiency in attendance, and extreme deficiency in properly paid and well qualified teachers." The deficiency appears to be greatest in girls' schools. But the greatest deficiency of all is in finance, and "there is only one effective way in which relief can be given, and that is by an increase of the grants from the State." That the financial problems are not connected merely with the provision of new schools is shown by the following statistics. The average salary of assistant teachers is £111 in boys' schools, and £85 in girls' schools. There is room for improvement here, even admitting that "the qualifications of many of the teachers are extremely low." Mr. Acland is of opinion that the ordinary initial salaries of efficient assistant teachers should be at least £150 in the case of men, and £120 in the case of women. "Salaries as low as these ought to be accompanied by arrangements for a superannuation allowance, as in the case of elementary teachers. In the case of teachers of special skill in certain subjects, and of efficient teachers of some years' service. the salaries would, of course, be very much higher. There is nothing over-generous about such proposals, but they are much in advance of what can be done at present. For here again lack of funds is the great obstacle." An average Government grant of £8 per pupil is suggested, instead of the present grant of about £4 per pupil. "It is absurd to suppose that our local supply of secondary education can be effectively improved as long as the State grants little more than £200,000 a year to our secondary day schools for a population of thirty-four millions." Mr. Acland proceeds to condemn the Division A and Division B arrangement of the Board of Education; but fortunately this complaint has already been partially met.

Finally, Mr. Acland looks for assistance in the great and long-delayed task of organizing secondary education to frequent conferences between the teachers, the Local Authorities, and the County Authority. In the introductory note, by the same writer, to the second part of the Report, dealing with pupil-teacher centres, the most noteworthy suggestion is that the intending teacher should spend one full-time term in an elementary school at the early age of fourteen or fifteen, and the two terms at the very end of the period, immediately before entering a training college, making one complete year altogether. "One advantage of this proposal"—and every one will agree that it is a great advantage—"is that, except for a single term of absence at fourteen or fifteen, the pupil would work throughout with all the other pupils of the secondary school, taking the same curriculum and never being separated off into special half-time classes." The early term in an elementary school would enable an estimate of the teaching ability of the pupil to be formed. The suggestion is not within the four corners of the new regulations for pupil-teachers, but that might easily be remedied. We hope to consider this Report in more detail in a future issue.

Fees in Secondary Schools.

There appears to be a tendency to raise the fees in secondary schools. Thus at the Birmingham Municipal School the fees have been slightly raised, but a very liberal scheme of scholarships has been arranged. In Wiltshire it is proposed that all the county schools (nearly all the secondary schools in the administrative area are county schools) should charge a fee not exceeding £6 per annum. At the meeting of the Education Committee when this proposal was considered a letter was read from the Bradford-on-Avon Technical Education Committee, stating that the Committee were prepared to raise the fee for the County School to £6 if other Committees took a similar course. The effect, it was thought, would be that the schools would possibly gain rather than lose pupils. The matter was referred to a conference between the Committee and representatives of the Local Committees. The new Regulations for secondary schools show clearly that the Board of Education is opposed to free secondary education, and throughout the country the question of fees in secondary schools appears to be engaging the earnest consideration of Educational Authorities. The disparity between the fees charged at various similar secondary schools is at present most striking. The question is raised and discussed in the West Riding Report referred to above.

COLONIAL AND FOREIGN NOTES.

FRANCE.

Hours in School.

Under the new system of teaching modern languages, books in which English institutions are described serve as a basis of the instruction given by the French or German teacher. The treatment of our schools in such works is not always tender, among the charges against them being this: that the time spent in school is inadequate as compared with the hours of play. Let us see how the matter stands in the foremost Continental States, confining ourselves to the highest schools, to the French *lycée*, the Prussian and the Austrian *Gymnasium*. In these schools the number of hours a week claimed by instruction is as follows:—

	France.	Prussia.	Austria.
1st year	23	... 25	27
2nd year	23	... 25	28
3rd year	22+4 optional	... 29	28
4th year	22+4 optional	... 30	29
5th year	23	... 30	25
6th year	22+2 optional	... 30	25
7th year	18½+8 optional	... 30	25
8th year	—	... 30	25
9th year	—	... 30	—

Now as to English schools it is difficult to make any general statement, by reason of their great diversity; but 26 hours a week, taking school with school, we hold to be normal. If the estimate be correct, then the hours during which our boys are being taught exceed the average number in France, are about the same as in Austria, and are substantially exceeded only in Prussia, where the overburdened time-table causes perennial complaint.

A Foreign Point of View.

When our schools are attacked by the foreigner, we are indifferent, hoping always that criticism will help to mend them. When our games are misrepresented, the smart is keen. In a popular book of the sort that we have in mind, "What beautiful runs you have made!" is the congratulation of one schoolboy to another after a cricket match. It is so nearly right, and yet ——. However, if our neighbours choose to conceive the matter so, we must suffer and be still.

The Budget for 1905.

We pass to a more important topic. The French budget of Public Instruction for the year to come shows an increase on that for the current year of 6,200,000 francs, the large addition to expenditure being caused not only by a growing zeal for education, but, in part, by the suppression of schools conducted by religious orders. New schools must be opened to supply the place of those that have been closed, and new teachers to carry on the work of the exiles. An increment of 352,850 francs is explained partly by a supplementary grant for teachers' salaries, partly by the consequences of fusing the staff of the Higher Normal School with that of the University of Paris. A credit of 20,000 francs will be applied to the publication of documents relating to the French Revolution. To *lycées* for boys falls an increase of 279,000 francs, chiefly due to the additional teaching necessitated by the new programmes. *Lycées* for girls will receive 202,100 francs more than in this year. The expense of educating the children of teachers and other school officials will involve, as it is estimated, an additional outlay of 252,000 francs. There is to be no going back. The French prove the sincerity of their belief in education by their willingness to pay for it.

Significant Details.

Under a new rule candidates for l'Ecole Normale and competitors for the *bourses de licence* will henceforth undergo the same examination. The Minister of Public Instruction gives notice, moreover, of two changes in the tests to be imposed in the section of Letters—(1) a knowledge of Greek will no longer be required from all candidates; (2) a translation from French into Latin will be exacted instead of the old Latin essay, "which has had its days of glory, but which developed a taste for oratorical generalities that is no longer in vogue and not to be maintained by conventional exercises." Sic transit gloria Clavis Ciceronianæ!

The Deceitfulness of French.

That the teaching of French in England has made some progress during the last decade of years we are not minded to dispute; but it has not yet reached the limit of ultimate attainment. Be our witness for the statement a little note of personal experience. Two young Englishmen are

travelling on the top of a tramway car as it courses down the Avenue Châtillon. They represent to our mind the finished product of a public school—ruddy of face, broad-shouldered, and with a proper, not an immodest, consciousness of self. "I say, Frank," inquires one, "where can we get off?" Frank replies, after a brief embarrassment: "Here you are; don't you see the signboard marked 'Stoppage'?" Alas! it is the *stoppage* that goes with *rétissage*, and the board indicates a tailor's shop.

UNITED STATES.

The Preponderance of Women Teachers.

Mild and fitful controversy on the subject of corporal punishment attracts a languid attention in the United States. Having given our readers enough material on which to base an opinion, we may postpone the subject to another. Perhaps the Mosely Commission raised the question again; at any rate, it is to the front—Are there too many women teachers? A representative Committee of the Male Teachers' Association of New York City has recently issued a protest, in the form of a pamphlet, against the preponderance of women in the schools. Certainly some of the facts brought together are striking. At the present time more than 90 per cent. of all the boys in the United States leave school without ever coming in contact with a male teacher; whilst in the large cities, taken all together, the percentage is much higher. There are fewer men teachers in the country now than in 1880, whereas the number of women teachers has been doubled. The elementary schools of the large towns are almost entirely under the control of women, the few men in them being engaged chiefly in administrative work. Not only have women thus practically driven men from the elementary schools, but the custom of employing them in secondary and higher institutions grows apace; in the colleges, where twenty-five years ago all teachers were men, more than 10 per cent. now are women. Along with the feminization of the teaching body, a great and rapid increase in the feminization of the students in secondary and higher schools and colleges has taken place; in many colleges which a few years ago had no women students there are 25 per cent., and in co-educational institutions the proportion of women rose from 51 per cent. in 1880 to 71 per cent. in 1900. The feminization, then, seems likely to be progressive, if unchecked. Men have left the profession because the remuneration offered failed to place it in economic competition with other occupations.

Proposals of the Men Teachers.

The male teachers believe that on sociological, educational, and administrative grounds the disproportion between men teachers and women teachers should be redressed, and submit the following recommendations: — "(1) That all normal boys, upon entering their tenth year of life, should be, during their attendance at school, under the direct control of a man teacher. (2) That the administrative authorities of the schools of our country, and especially of the great cities, be urged to adopt a policy to employ only male teachers for boys above the age of ten years. (3) That fair, graded salaries, tenure of office, and pensions be put in force to the end that able men may be attracted to the work of teaching as a life profession. (4) And especially do we urge that in New York City steps be taken to extend the policy of employing men teachers until all boys in the last four years of the elementary schools are taught by male teachers."

AUSTRALIA.

South Australia.

South Australia is to be congratulated upon the report presented by the Minister of Education to the Governor. The central State is ahead of the rest of Australia in many matters—such as the correlation of subjects, the training of teachers, and the attention given to the training of the literary sensibilities of the young. The Adelaide *Advertiser*, commenting on the fact that last year the cost of instruction per child in average attendance was in 1903 £3. 8s. 1½d., says: "A fair level has been maintained during the past ten years, and it is remarkable that ever since the introduction of free education in 1892 the average cost of educating the children in the primary schools has been much lower than in the preceding period. In view of these facts, the talk of an alarming increase in the expenditure upon education and the cry for so-called economy which has arisen in reactionary quarters have no justification, especially as it is well known that the average amount spent on each child is lower in South Australia than in any other Australian State."

As the South Australian State education system is secular, the following passage from the annual report of Senior Inspector Burgan upon the moral atmosphere of the schools should excite interest in Great Britain:—

"In the first place, as every one knows, ours is a secular system, but not, as many say, a godless one. Religious teaching is not made imperative; but teachers have full liberty, and, if certain conditions be complied with by the parents of children, the Minister may require the Bible to be read by the teacher before the ordinary work begins. Little or no advantage has been taken of this power, and, practically, there is but little done. There is no cause for alarm, however, as the work is in the hands of Christian men and women—alive to their responsibilities, imbued with the highest religious principles, and actuated by a sincere desire to secure, as the parents would, the growth of the children in all that is pure and of good repute. No part of the school course is better done, I think, than this; and we can congratulate ourselves on having such an earnest and able body of men and women to give effect to the spirit of our regulations. Ample provision has been made for moral training by means of lessons on the elementary principles of morality and the duties of a citizen. These lessons are, in the main, to be the outcome of the teacher's own thoughts, and the circumstances of the school, *i.e.*, they must be given at the psychological moment when they will be most effective in enforcing truthfulness, cleanliness, respect, and consideration for others, temperance, honesty, &c. A record of these has to be kept, and a glance at the programme of any school would reveal what a wide field is covered by many teachers, and would lead to the inference that these lessons must have an important bearing on the formation of the habits and the character of the child—most vital points in all training. Every week one such lesson is given. They do not, as a rule, I am pleased to say, degenerate into sermons, but are very often short, sharp, and shiny [*sic*], and do much to form a healthy public opinion in the schools."

NEW SOUTH WALES.

The Conference.

The Education Conference bore witness to a keen interest in educational matters. A resolution was carried to the effect that Sloyd should be taught for its educational value, and not as the means of teaching a trade; and should be taught, moreover, by educated and trained teachers, not by mere artisans or mechanics. Accepted, too, was a motion that four young men should proceed to Europe and America, in order to study in the most renowned normal colleges the best methods of training teachers, and two young ladies to learn domestic economy and physiology. But the chief feature of the meeting was the attack by Mr. Knibbs, Acting Professor of Physics in Sydney University and Commissioner of Education, on the pupil-teacher system. In proposing the abolition of it and the adoption of what is known as the previous training system, he dwelt on the defects and disadvantages of the former as compared with the latter. He showed the unfairness of the present system to teachers and children alike. Moreover, he pointed out the insufficient education and preparation of the pupil-teacher; the want of time for study and improvement for teachers of all grades; the narrow outlook which the system produced; the absence of training by specialists; the injury the child suffered at the hands of untrained teachers; and concluded by a lucid exposition of the better system carried on in the chief European centres.

If the fruit of the Conference is as good as the seed that was sown, the colony will have reason to congratulate itself.

INDIA.

An Important Educational Association.

Mr. Surendranath Banerji and other Bengali gentlemen have started an Association, of which the purpose is thus described:—"It has been resolved in the interests of our country to establish an Association for the Advancement of Scientific and Industrial Education. The Association proposes to raise every year a sum of a lakh of rupees, exclusive of the necessary expenses of collection, &c., to be allotted as follows, subject to such modifications as the subscribers may hereafter suggest:—(1) Rs. 25,000 for scholarships to enable properly qualified students to visit Europe, America, or Japan for studying the arts and industries of those countries. (2) Rs. 40,000 for advances, when necessary, to properly qualified Indian experts returning home from foreign countries to enable them to start industries or impart instruction on them. (3) Rs. 10,000 to be given as scholarships to enable distinguished graduates of the University to prosecute their studies in science in Europe or in America. (4) Rs. 25,000 for equipping a central laboratory for the use of students attending the colleges of the Metropolis, particularly the private colleges. Subscriptions (the minimum being 4 annas a year) are invited from all who have at heart the good of their country. Everybody paying 4 annas a year will be enrolled as a member, and the funds will be entrusted to trustees to be elected by the subscribers at a meeting held for the purpose."

The Universities Bill.

The much discussed Universities Bill became law on March 21. To those who look back on its history it will seem to have been a slender theme for so vast an amount of comment; yet criticism was effectual in removing several objectionable features from the Bill. Of the amendments introduced we notice only one which is of professional interest. On the question of the representation of teachers on Senates, a compromise was adopted to the effect that not less than two-fifths of the Chancellor's nominations and two-fifths of those made by the Faculties shall go to the teaching profession. The measure may now be left to do its work prosperously, in silence.

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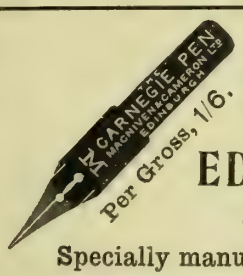
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A SYSTEM OF SCHOOL CERTIFICATES.

REPORT OF THE CONSULTATIVE COMMITTEE.

SO far back as the year 1901, the Board of Education received a letter from the General Medical Council forwarding a memorial addressed to that Council by the Head Masters' Conference. The object of the memorial was to draw attention to the grave inconvenience and waste of time caused by the multiplicity of examinations for entrance into professions. It was pointed out that, although the professional authorities published lists of examining bodies whose certificates they accept, the relief was very partial, as no two lists were the same. The remedy proposed by the Head Masters was the institution of a single examination to take the place of all preliminary examinations for entrance to professions.

Early in 1902 the Board referred this memorial to the Consultative Committee for its advice. Subsequently, at the request of the Committee, the Board enlarged the reference to cover the whole system of school examinations. But the Board was very careful to point out that it did not thereby engage itself to take any action, should action on its part be proposed. Upon this the Committee set to work and produced a scheme which was discussed at three conferences held during 1903. At the first conference representatives of the six English Universities were present, and the scheme was modified. The second conference was between the Committee and the teaching profession as represented by the Head Masters' Conference and the Associations of Head Masters and of Head Mistresses. To the third Conference came representatives of ten professional bodies, of whom five hold examinations: these included doctors, engineers, bankers, actuaries, and account-

ants. Representatives from the War Office and the Civil Service Commission were also present. Early in this year further conferences were held with representatives of the College of Preceptors and of the Private Schools' Association.

This brief historical sketch is necessary to show that the Consultative Committee has taken its task seriously after considering the views of a large number of bodies interested. After a period of incubation lasting over two years the Consultative Committee has formally presented a Report to the Board of Education, and has invited that body to adopt its proposals in the confident belief that very substantial benefits to secondary and higher education would result. Not all the commendations that Lord Londonderry showered upon the labours of the Committee, nor his hospitable reception at the subsequent luncheon, can hide the fact that the Board is not prepared, as at present advised, to carry out the proposed scheme. It has taken the somewhat unusual step of circulating the Report among Universities and professional bodies and of asking for criticism. There can be no doubt of the result. Among the thirty or forty bodies who are called upon to express opinions some will certainly be found whose criticisms may justify the Board in washing its hands of the whole responsibility.

The fact appears to us that the movements of the Consultative Committee are necessarily so slow that this Report, drawn up two years ago, is already out of date. But let us pick out first the good points. The Report begins with a statement that a general system of school certificates is desirable, in order to diminish the multiplicity of school examinations. Agreed! The question is: How shall that object be attained? Secondly, the Consultative Committee clearly sees that the Universities are the proper authorities to control the examinations of secondary schools, whose professed object is to prepare pupils for further study at the Universities. Hence it is advised that examinations should be conducted either by a University or a combination of Universities, or by a Local Authorities' Board, on which a University should be largely represented.

But, while rightly allowing to the Universities the final control, the Committee sees just as clearly the absolute necessity of associating the teachers with the examination. It is the want of this co-operation in the past that has rendered many an examination futile. The teacher can form a more just estimate of the knowledge a pupil possesses than any examiner can. It is for the examiner to see that the right sort of knowledge is dealt with in the right sort of way. He maintains the standard of knowledge at its proper height and helps the individual teacher to preserve a right sense of proportion.

We find the Committee no less sound on the point that examination and inspection are complementary to one another. Inspection is to be a preliminary to permission to be examined. Reports of inspectors are to be communicated to the examining body. A few—but not many—details are added, such as that, in the case of modern languages, an oral examination should always be held.

It is then proposed that a junior certificate should be given to pupils under sixteen who have completed a course of three years' study and who satisfy the examiners; and that a senior certificate should be awarded on the satisfactory completion of not less than four years' instruction.

So far the proposals are unexceptionable, and the well informed reader will recognize that they are already included in the Regulations for the School-leaving Certificate of the University of London. We may now hazard suggestions why the Report has appeared unpalatable to the Board of Education and why it has been flung down for all and sundry to tear to pieces. It seems to us that there are two dangerous innovations and one serious omission. The Report proposes that the Board of Education should constitute a Central Board—not for the purpose of carrying out a single examination—but for the purpose of co-ordinating and controlling the standards of different examining bodies and of securing the interchangeability of certificates. These two objects are laudable—indeed, they are necessary. For convenience we must have a change in these respects before long. For instance, it should be possible for a boy who has qualified for entrance to the Victoria University, and whose residence is suddenly changed to London, to be recognized as a matriculated student at the University which is now within his reach. And to make such a change feasible there must be co-ordination of standard. But the proposal that the Board of Education should establish a Central Board suggests too cumbrous a piece of machinery. Further, it throws a responsibility upon Whitehall or South Kensington that is not likely to be accepted. The same objects can be attained by occasional conferences and correspondence between the examining bodies.

The second dangerous innovation is the proposed formation of what we may call County Examination Boards. It is true that the Consultative Committee is here very cautious and speaks of "an Examination Board representative of a University or Universities and of the Local Authorities which are prepared to co-operate with them." But practically this would be a County Board influenced but not controlled by a University.

The omission we have referred to is this: the school certificate is not stated to be a qualification for entrance to a University. Nowhere in the Report do we find any express recognition of the right of Universities to control examinations in secondary schools on the ground that these schools lie intermediate between elementary education and University education, and that their avowed function is to prepare pupils to avail themselves of further education. It seems to us clear that the leaving examination, while simplifying the entrance to professions, should also carry a certificate qualifying for entrance into a place of higher education. It is for the Universities, after consulting, of course, expert opinion, to say what shall be a test of an adequate secondary education. In saying this, we do not forget that for a large number of pupils school education ends at the age of sixteen; and we do not propose that a secondary curriculum should be drawn up merely for the benefit of the small percentage who go on to a University. We would permit of a junior certificate showing the pupil to have received a sound secondary education up to the age of sixteen, although there may be no likelihood of that education being continued. In Germany there is the lower examination which enables a boy to offer himself as a Volunteer for one year's service, besides the leaving examination which gives entrance to a University.

It seems to us that while the Consultative Committee has been sifting evidence and hearing witnesses the University of London has acted. It is likely that the scheme put forward by the Senate of London, modified in some of its details, will be the model for school examinations. This scheme has all the good points of the Consultative Committee's scheme, and within its limits is undoubtedly sound. The weakness is that no authority exists at present to equate this examination with those of other Universities and other examining bodies. If Oxford and Cambridge would sweep away their baby examinations, for, although in times past these have done much service by maintaining a fairly high standard of work in lower forms, now that our schools are inspected from top to bottom the need for lower examinations no longer exists; if Oxford and Cambridge would amalgamate their various boards of examiners, and produce one scheme of inspection and school examination combined, there would be comparatively little difficulty in securing equivalence and interchangeability of certificates between the various authorities that have power to inspect under the Board of Education Act, provided an administrative inspector of the Board is associated in the inspection.

We feel sure that the Board of Education will not undertake the control of examining bodies, and we are not convinced that such a control on the part of the administrative authority would be beneficial.

We do want a leaving certificate that shall be accepted as a proof that a pupil has undergone a sound course of instruction up to a given age. This certificate may be given upon more than one combination of subjects which may be held to constitute a good general education. It may be given by any examining body recognized by the Board of Education. It must carry with it that influence and weight which will justify professional bodies in accepting it as a preliminary to specialized study. It must, further, be of such a standard that Universities may accept it in lieu of matriculation. These are urgent reforms. Some of them—at any rate, within the sphere of influence of London University—seem already to be on the high road towards realization. It is more consonant with the spirit of English education that we should combine to carry out these reforms for ourselves rather than that we should look to the Board of Education to establish a controlling authority.

CORRESPONDENCE.

DISMISSAL OF HEAD MASTER OF THE SALT SCHOOLS.

To the Editor of The Journal of Education.

DEAR SIR,—Some little time ago your columns contained an advertisement of the vacant head mastership in the above schools. May I, through your columns, for the edification of my brother pedagogues and the general public, explain how this vacancy has been brought about?

The present Head Master has held office for over twelve years, and is now resigning against his wish.

Two years ago an inspection was held by the Board of Education. The report, which was issued twelve months later, is almost entirely eulogistic of the Head Master, but is very severe upon the inadequacy, and in some cases the incompetence, of the assistant staff, criticizing their work and the excessive amount of work which they had to do.

The governors, by a bare majority (in fact, by the Chairman's casting vote), considered the Head Master responsible for the defects pointed out in the report, and requested his resignation. The Head Master again and again pressed upon the governors the question of the assistant staff, but they could do nothing. The school had practically no endowment, subsisting almost entirely upon the tuition fees, and was further hampered by a debt of £10,000, afterwards reduced by local effort, in which the Head Master took a large share, to about £5,000. The matter has recently become public property, and a hot discussion has been going on in the Bradford and Shipley papers. The Chairman of the Shipley Education Committee, having "carefully considered the report, can find in it no censure of the Head Master," and speaks of the "brave efforts which he has made against almost overwhelming difficulties." Another governor writes of the "injustice which is being done to a capable and hard-working man."

The Old Boys have held a protest meeting, and by an unanimous vote have requested the governors to reinstate the Head Master. The present boys support this request in a letter to the local papers. The students who have proceeded to the Yorkshire University by scholarship or otherwise ask for the Head Master's recall, speaking of him as the "life and soul of the school."

A public meeting was held last week, to which the Head Master invited the governors, parents, and general public. The Head Master read the full report of the Board of Education, and asked for a vote of confidence, which was given with enthusiasm, no hand being held up to the contrary. One of the Inspectors who produced the report informs the Head Master that the Inspectors had no idea or intention that their report should be used as it has been. In spite of all this, the governors at their last meeting proceed to the election of a successor.

We schoolmasters (heads and assistants alike) are a much-enduring race, but we should greatly strengthen our position by a self-denying ordinance by which we bound ourselves not to step into the shoes of a man who has been treated with obvious injustice. I append a list, not for publication, of local people of prominence who would be willing to verify the correctness of my statements, &c.—Yours sincerely,

W. B. PIMLOTT, M.A.
The Salt Schools, Shipley, Yorks. Head Master.

THE ASSISTANT MASTER AND SCHOLASTIC AGENCIES.

To the Editor of The Journal of Education.

SIR,—It is not without some misgivings that I approach you on a subject which for some mysterious reason appears to be scrupulously avoided both in the various conferences of Head Masters and Assistant Masters as well as in the correspondence columns of the leading educational journals. I may be treading on dangerous ground, but I feel that the time is more than ripe for a full consideration and discussion as to how one of the greatest injustices of our profession may be remedied. To put the issue plainly, why should an outside agent make a fortune out of the brains and pockets of an already miserably underpaid profession and "nothing done"? Let me first state clearly the grievance of hundreds of those who are climbing the lower rungs of the professional ladder. Frequent changes of post for these are often an absolute necessity, and microscopic salaries are a general rule; yet out of this small income a considerable sum has to be paid to the agent every time a change is made. Let us look at one fact. The posts in the profession must be filled up; but, owing to the fact that head masters and assistants sit still and allow them to be "farmed" by an outside monopoly, they can only be secured at an exorbitant commission.

I doubt if there is a complete parallel to be found in any other profession or trade. It is well, too, to remember that the sufferers by this iniquitous system are not the comparatively well-to-do senior assistants and house masters, but those who are fighting their way up in the profession and continually have to disburse as the price of it. But it is useless to merely state a grievance without even suggesting a remedy. Even here I believe there is hope for the future. A joint conference of the I.A.H.M. and the I.A.A.M. has already come to an admirable settlement with regard to the vexed question of the tenure of assistant masters. It only remains for a similar conference to thresh out, and come to some satisfactory solution of, this equally vexed question. In the case of Scotland no such agencies exist: all posts are freely and fully advertised; but we scan the columns of the dailies and weeklies in this country in vain. Yet can it be said that posts are less efficiently filled for that reason in Scotland? One further point. Some one will say that the agent possesses private information about a candidate which is invaluable to a head master. This may be; but why should this same information not be placed at the disposal of a body organized from our own midst? Such a body, I believe, does actually exist; but why—oh! why—is it so miserably supported?

In spite of certain difficulties, I feel confident there are none which are unsurmountable. The present moment is—for various reasons, it appears to me—no unsuitable one for broaching the subject, and I trust that another few months will see a satisfactory arrangement concluded between the various bodies which go to make up the profession, to the total exclusion of mere outsiders. I enclose my card and beg to subscribe myself S. W.

[We sympathize with our correspondent, and gladly publish his letter, though we cannot endorse it. The fees charged to medicos for the post of *locum tenens* are quite as high. The scholastic agencies aver that this branch of their business barely pays its expenses, and we believe them. If ever the proposed College of Secondary Teachers comes to the birth, this is one of the first problems it should tackle.—ED.]

THE NEW ASSOCIATION FOR LONDON SECONDARY AND TECHNOLOGICAL TEACHERS.

To the Editor of The Journal of Education.

SIR,—In your issue for July appears a letter from Mr. J. Etta Lar that is so misleading that I must ask the hospitality of your columns to make some comment on it.

Mr. Etta Lar states that your comments in June reflect "rather severely upon the chairman of the meeting and the Secretary of the A.M.A., both of whom spoke at length, and certainly did their best to provide the meeting with the fullest information, and, to my mind, succeeding. The latter gentleman even gave the number of metropolitan members of the A.M.A. as 140." As the Secretary of the A.M.A. referred to, I should like to point out, first, that every speaker except Mr. Abbott had five minutes allotted to him. As some of my remarks were devoted to the question of the persons invited to the meeting, to criticizing the unrepresentative character of the names on the agenda paper, and to answering some remarks of Mr. Abbott, it will be seen that the words "spoke at length" are hardly appropriate. To provide in five minutes "the fullest information" as to what the A.M.A. has done would be difficult.

Mr. Etta Lar is quite inaccurate as to the figures I quoted. I stated at the meeting that the members of the A.M.A. working in the London area numbered 277; that of these 232 taught in public secondary schools; and that 140 of them taught in the 32 public secondary schools for boys aided in 1902–1903 by the London County Council. If Mr. Etta Lar cares to refer to the Report of the Technical Education Board for that year, he can see which schools were referred to. He can then see how many assistant masters in secondary schools aided by the County Council in 1902–1903 have joined the new Association, and he will then be in a position, if he still wishes, to compare numbers. To compare the total membership of an association admitting secondary and technological teachers, teachers in pupil-teacher centres (not aided by the L.C.C. in 1902–1903 as secondary schools), head teachers and

assistant teachers, men and women, with that portion only of the membership of an Association (restricted as it is to *assistant masters*) represented on the staffs of the thirty-two aided secondary schools is surely absurd.—Yours, &c., W. H. C. TEMMETT.

July 20, 1904.

"A SINGLE HAIR."

To the Editor of The Journal of Education.

DEAR SIR,—Mr. Latham, naturally, is unacquainted with the only two versions of the Bible that are familiar to me—the Douai Version, used by English Catholics since 1609, and the Latin Version used in our Breviary. In these the passage stands (Canticle of Canticles iv. 9): "Thou hast wounded my heart with one of thy eyes, and with one hair of thy neck"—"Vulnerasti cor meum in uno oculorum tuorum, et in uno crine colli tui."

This last reading is given also in the only three editions of the Vulgate I have consulted—Propaganda, 1886; Walton's Polyglot, 1657; and Antwerp, 1631. Some of the Latin versions given in the Polyglot resemble Mr. Latham's "Vulgate translation," though not agreeing absolutely; but I cannot suggest what version he is quoting.—Yours, J. B. MCLAUGHLIN, O.S.B.

Ampleforth Abbey, Oswaldkirk, York.

REGISTER OF TEACHERS FOR SECONDARY SCHOOLS.

To the Editor of The Journal of Education.

DEAR SIR,—In thanking you for your kind and appreciative review of the Column B List of Teachers compiled by me from official records, and recently published by Messrs. Swan Sonnenschein, will you allow me to correct you in one of your statements? You say, "the editor professes to give the postal address wherever this is not the same as the school address." The postal address is only given, as I clearly suggested in the preface, when *in the Register* it differs from the school address. I have not undertaken to *alter* any information given in the Register.—I am, Sir, yours, &c.,

THE EDITOR, "SCHOOLMASTERS' YEARBOOK."

REVIEWS AND MINOR NOTICES.

A History of Classical Scholarship from the Sixth Century B.C. to the End of the Middle Ages. By J. E. SANDYS, Litt.D., Public Orator in the University of Cambridge. (Price 10s. 6d. net. Cambridge University Press.)

This is an encyclopædia rather than a book, and to review it in detail would require greater learning than Heaven has vouchsafed to most scholars and more space than the Editor of this journal is likely to vouchsafe to any. To calculate the number of the facts and names which fill its seven hundred pages appals the imagination. The matter is condensed to the smallest compass, and there is little (although there is something) which does not immediately bear on the subject in hand. Whilst in this manner Dr. Sandys has produced an admirable book of reference (and added to it an index for which students will rise up and bless him), the method has its disadvantages. Most welcome as a complement to it would be a series of essays dealing with the literary and other questions which arise out of it in a more general and comprehensive way. To take an example: how interesting it would be to trace the principles of dramatic construction as understood by the ancients and the moderns; or the principles of education, and methods of teaching; or the history of style. These topics are, it is true, partly outside Dr. Sandys's scheme; but they are pertinent to scholarship, and, in fact, they are touched upon in his pages. Only the biographical and chronological method necessarily breaks the threads of the story from time to time, and we should be glad to see them all gathered up. As it stands, the book is not suited to reading in large quantities, except by those who already have a considerable knowledge of the facts. They will profit much by Dr. Sandys's lucid exposition, which weaves so many isolated facts into a continuous narrative.

Dr. Sandys divides his work into two parts, one of which is now before us. This volume contains six books: I., The Athenian Age, 600–300 B.C.; II., The Alexandrian Age, 300–1 B.C.; III., The Roman Age of Latin Scholarship, 168 B.C.–530 A.D.; IV., The Roman Age of Greek Scholarship, 1–530 A.D.; V., The Byzantine Age, 530–1350 A.D.; VI., The Middle Ages in the West, 530–1350 A.D. Each book is accompanied by one or more chronological tables, in which the various kinds of writers are arranged parallel with the political personages and events of importance. There are, besides, twenty-two illustrations, including facsimiles of MSS., accompanied by descriptions. At several points the work comes in contact with philosophy—when dealing with Stoic grammar, for instance, and in the account of the schoolmen. It also touches many questions of human interest, notably that of education; nor is it without its literary interest. How many scholars know where Ben Jonson got his beautiful lyric, "Drink to me only with thine eyes"? They may search the "Anthology" in vain for it, although something not unlike is to be found there. Definitions of poetry (Dr. Sandys, by the way, gives a good one, which is not familiar, in a quotation from Simulus) from Plato and Aristotle downwards, criticism and imitation of style, the influence of authors as shown in quotation—all come in for consideration. Amongst the chapters of the book which have interested us most are those which analyze Plato's literary tastes by examining his quotations, those describing the schools of Alexandria and Pergamon, and those on Western Europe during the later Middle Ages.

We can cordially recommend Dr. Sandys's book to classical students and teachers. They will find it to be a veritable mine of interesting material.

The Secret of Herbart. By F. H. HAYWARD, D.Litt. (Swan Sonnenschein.)

This is primarily an essay on education, and also, in some sense, a reply to Prof. James, of Harvard, though the author himself says that his book is rather a reply to a single expression, "apperception," used by that great psychologist than to his work as a whole; and he further admits that the "Talks to Teachers" is a strongly Herbartian book. We have been greatly interested by Dr. Hayward's essay and have found it most instructive, but we can only hope to refer to it generally here. The author draws a rather gloomy picture as to the *status* of teachers and of education generally in this country, and he seems to think that England is about to settle down to another thirty years of educational routine; and, again, he fears that the new Education Committees are likely to apply the wrong remedies to our many educational diseases. We only hope that Dr. Hayward is drawing too pessimistic a sketch of the future, but, at the same time, we are, and we hope many others will be, fully alive to our manifold and serious defects so far as education is concerned. The word "apperception" is a useful and yet pregnant word—it means so much, and yet it is so often never appreciated by so many teachers who cannot or do not impart the necessary stimulus or zeal to their students. In a word, the dignity of the schoolmaster should be more fully recognized; for he is the man among professional men who is called upon to awaken many-sided interests.

Nature Studies and Fairy Tales. By CATHERINE I. DODD. With a Preface by W. SCOTT COWARD. (Nelsons.)

At first sight it would appear to be a far cry from Nature study to fairy tales. The reader of this important contribution to the bibliography of infant teaching will, however, soon be convinced that these two subjects are most suitable as the bases of the infant's curriculum. Miss Dodd, in the introductory chapters, shows how thorough is her knowledge of young children. Her ideas generally are in accord with the tendencies of the day. We sympathize, for example, in her delight that "generations of good little Harrys and Lucys have given up their artless little ghosts, and ceased making their own beds and prattling moral maxims for the instruction of less virtuous little boys and girls, and are forgotten," though there are still many thousands of children who still like the moral laid on thick. The chapter from which this quotation is taken is an able defence of the educational claims of fairy tales for their human reality and the direct appeal to the imagination. Few have probably realized how intensely human is the well known verse, "The king was in his counting house . . ." The Nature study lessons are drawn as far as possible from such tales as Andersen's "The Pea Blossom." In this lesson the child is taught how many beans make five in a very material sense. Miss Dodd pours scorn on the orthodox object lessons by which "floods of information on all topics, from a chair to a coal mine, and from the making of soap to the making of the Crystal Palace, have been imparted to long-suffering children for a generation or so." Still we are convinced that the "visits to ditches" which Miss Dodd pleads for may often devolve to the instruction of children not to throw stones. The sequence of lessons appears sometimes a little artificial. Thus "The Ugly Duckling" suggests eggs and chickens (page 54). The actual lessons are set out for the benefit of teachers, very much like propositions of Euclid, in the four formal steps of Herbart. There are useful comments in the introductory chapter, but we must leave it to the reader to decide

whether, as the opening remark of a lesson, "What does your mother put in rice puddings?" is so very inferior, as Miss Dodd thinks, to the slow and solemn statement, "We shall see how the bean is like a frog's egg." Included in the volume is a capital collection of poems, containing many charming, and in many cases little known, poems to be used in connexion with the scheme of lessons. It is certainly unfortunate that Miss Dodd has chosen as the time of the year for these lessons exactly those months when the most exciting and interesting things are happening in Nature: teachers of infants would no doubt find suggestions for Nature study lessons in autumn and winter of more value. The book, however, is so brightly written and contains so much sound and thoughtful work, that we can confidently recommend it to teachers of young children.

Greek Sculpture. By EDMUND VON MACH. (Ginn.)

This is a book useful both to the artist and to the general reader. It passes in review the results of modern research without too much insistence upon technical terms. Its numerous photographs will enable the art student to compare the changes that came about in the character of Greek sculpture as the arts rose or fell into decadence. The student of Greek history can by no means afford to neglect the vases, bronzes, or sculptures that add such a living interest to ancient records. In common with so much American work, the author is inclined to make much of the ethical basis of art, and to read into these sculptures thoughts and feelings which probably never entered the heads of these heaven-born artists. The contention that Greek art owes little to Eastern influence is new and cannot be accepted without reserve. This is a book that will be read with interest by student and artist alike.

Treatise on Thermodynamics. By Dr. MAX PLANCK. Translated by ALEXANDER OGG. (Price 7s. 6d. net. Longmans.)

Every student of chemistry who has advanced beyond the mere elements of the subject must have realized the important part played by thermodynamics in the treatment of problems offered by the new physical chemistry. Prof. Planck's own contributions in this domain are well known, and a catalogue of some twenty of his papers is printed at the end of this volume. It is quite unnecessary to dilate upon the excellence of the book, which has long been considered a standard work and is now rendered more accessible to the English reader by the welcome translation provided by Dr. Ogg. Of the four parts into which the treatise has been divided, the first deals with fundamental facts and definitions; the second and third with the first and second laws of thermodynamics respectively; and the last treats of the application of these laws to various states of equilibrium. It is assumed that the reader is familiar with the fundamental principles of chemistry and physics and with the elements of the calculus.

(1) *The Temple Reader.* Edited by E. E. SPEIGHT. (2) *The Junior Temple Reader.* Edited by CLARA L. THOMSON and E. E. SPEIGHT. (Price 2s. 6d. each net. Marshall.)

We noticed these volumes as a new and happy departure in Readers, and need only call attention to an *édition de luxe* adapted for prizes. We must add, however, that the first, in accordance with suggestions made by Prof. Herford, has been rearranged, supplemented, and greatly improved. To the ordinary schoolboy it will be caviare; but to choicer spirits it may be a well-spring of delight.

Cornwell's Grammar for Beginners. Ninetieth Edition. Edited by J. CORNWELL ROUND. (Simpkin, Marshall.)

This revised edition has an additional section on "The Analysis of Sentences" by Mr. Ben Jonson. The "Grammar" has the one great merit of simplicity, but it has hardly been brought up to date. "Gender" and "sex" are not distinguished; "case" is nowhere defined, and is determined by the very fallacious test of position. "A passive verb must have an object and an agent"—a statement directly contradicted by the instance that follows.

G. F. Watts. By G. F. CHESTERTON. (Duckworth.)

This is an eminently readable little book by a well known essayist on things in general. Mr. Chesterton's love of paradox sometimes brings him perilously near obscurity; but his support of Mr. Watts as an ethical painter in opposition to the modern school which cries "Art for Art's sake" is witty, vigorous, and sincere. His remarks on the technique are ingenious, if somewhat far-fetched. The illustrations are numerous and well produced. This is a book to be read and enjoyed.

Messrs. Asher & Co. have sent us a specimen of their *Biological Diagrams for the Teaching of Zoology.* The size of each plate is 34×42 ins.; the price is 3s. each, or 5s. mounted on rollers and varnished. The pictures—for they are much more than diagrams—are very well printed in six to eight colours, the effect being unusually rich and striking. Perhaps the name of the series suggests something more aridly scientific than is actually the case, the pictures dealing with such popular creatures as the common squirrel and cockchafer. They serve, indeed, a double purpose, and will be found useful both in the classroom and in the natural history society

JOTTINGS.

THE first annual report of the University Extension Guild is just published. The organization was formed by old University Extension students for the purpose of making better known the lectures now given under the authority of the University of London and of otherwise promoting higher education in London. The Guild has already an organ of its own, the *Extensionist*, and has secured the services of such well known men as Dr. Reich, Major Martin Hume, and Dr. J. Holland Rose for supplementary lectures, for which the Trustees of the British Museum have granted the use of their lecture room.

MIDSUMMER examinations have brought us a goodly crop of howlers. Here is the first sheaf:

"Terra feros partus, immania monstra, Gigantas
Edidit, ausuros in Jovis ire domum."

—"A land animal, an unnatural monster, ate the Giants as they were on their way to pay Jove a visit." From the same passage "pro cruribus angues" was rendered "ankles to fit their legs."

TO meet the requirements of schools, both as to cost and otherwise, the first volume of Prof. G. G. Ramsay's "Latin Prose Composition" will be published immediately by the Oxford University Press in three small volumes. The first part will contain the earlier exercises, the second will form a second year's course, and the third will consist of syntax and an appendix. Considerable additions have been made to Parts I. and II., new passages for translation into Latin prose being given.

STATISTICS bearing on the entries in the different Faculties of the French Universities for the last academic year have just been issued, and show the following figures. There are in all 30,405 matriculated students, of whom just over 1,500 are foreigners. The Faculty of Law heads the list with 11,220; in the Faculty of Medicine, which stands next, there is a drop to 6,686. Protestant theology returns only 117 for the whole country. The Universities of France, it may be pointed out, now number 15—Paris, Bordeaux, Montpellier, Toulouse, Nancy, Lyon, Aix-Marseille, Caen, Dijon, Grenoble, Lille, Poitiers, Rennes, Clermont-Ferrand.

THE efforts of the Governors of the Queen Elizabeth Grammar School, Kingston-upon-Thames, have been so far successful that the sum of £2,000 has been locally collected. This sum, though considerably less than the Governors hoped, has proved sufficient to allow a meagre gratuity to the retiring Head Master and to relieve the most pressing financial liabilities. But more money is wanted to put the school upon a sound footing. It is possible that some magnates of the neighbourhood may be persuaded to endow the school generously. This would be but to follow in the footsteps of generous men in times past. Or it is possible that the County Education Committee may relent and assign substantial support. In the meantime, a head master of great promise has been secured, and the school will make a fresh start in September, with every prospect of success.

THE death of Dr. Hayman recalls a famous epigram, the author of which was the late Mr. T. G. Godfrey Faussett:—

"Our famous school is losing way, man,
So, as in olden days,
The ruling powers get rid of Ha[y]man
For fear of Mor[e-]decai['s]."

MR. C. W. ATKINSON, M.A. Cantab., of Normanton Grammar School, has been appointed Head Master of Ilkley Grammar School, in succession to Mr. F. Swann, B.A., B.Sc. There were over two hundred candidates for the post.

CALENDAR FOR AUGUST.

[*Items for next month's Calendar are invited. Matter should reach the Office, 3 Broadway, Ludgate Hill, London, E.C., by the 22nd inst.*]

3–6.—International Congress on the Teaching of Drawing, at Berne.
22.—Post School News, items for this Calendar, &c., and Advertisements for the September issue of *The Journal of Education.*
26 (first post).—Latest time for receiving urgent prepaid school and teachers' advertisements for the September issue of *The Journal of Education.*
30–Sept. 3.—College of Preceptors. Exam. of Teachers for Diplomas.
Sept. 6–8.—College of Preceptors. Professional Preliminary Exam.

The September issue of *The Journal of Education* will be published on Wednesday, August 31, 1904.

HOLIDAY COURSES, 1904.

BAYEUX.—August 1–24. French. Apply—Monsieur Godal, au Collège, Bayeux.

BESANÇON.—Up to October 31. French. Apply—Monsieur le Secrétaire de l'Université, 30 rue Mégevand, Besançon.

BOULOGNE-SUR-MER.—August 1–31. French. Apply—Monsieur Becar, au Collège Communal, Boulogne.

CAEN.—August 1–30. French. "Alliance Française" Courses. Apply—Mr. Walter Robins, B.Sc., Wanstead Cottage, New Wanstead.

DIJON.—Up to October 31. French. Apply—Monsieur C. Cestre, 7 rue Le Nôtre, Dijon.

EDINBURGH.—Summer Meeting, August 1–27. Apply—Mr. D. Maclean, M.A.; Outlook Tower, University Hall, Edinburgh.

GENEVA.—Up to August 28. French. Apply—Monsieur Bernard Bouvier, à l'Université, Geneva.

GRENOBLE.—Up to October 31. French. Apply—Monsieur le Président du Comité de patronage des Etudiants étrangers, 4 place de la Constitution, Grenoble.

HONFLEUR.—August 2–30. Apply—Secretary, Teachers' Guild, 74 Gower Street, W.C.

JENA.—August 4–17. German. Apply—Frau Dr. Schnetger, Gartenstrasse 2, Jena.

LAUSANNE.—Up to August 27. French. Apply—Monsieur J. Bonnard, 17 avenue Davel, Lausanne.

LEIPZIC.—Sloyd. Apply—Dr. Pabst, Scharnhorst Strasse 19, Leipzic.

LISIEUX.—August 1–27. French. Apply—Monsieur Féquet, 12 rue de Rouen, Lisieux.

MARBURG.—August 4–24. Modern Languages. Apply—Mr. W. G. Lipscomb, Grammar School, Bolton, Lancs.

NANCY.—All the year round. Special Holiday Courses, up to October 31. French. Apply—Monsieur Laurent, à l'Université, Nancy.

NEUCHÂTEL.—August 15-September 10. French. Apply—Monsieur , P. Dessoulavy, à l'Académie de Neuchâtel.

NEUWIED-ON-RHINE.—August 4–26. Apply—Secretary, Teachers' Guild, 74 Gower Street, W.C.

OXFORD.—August 1–16. Vacation Course in Geography. Apply—Curator, School of Geography, Broad Street, Oxford.

PARIS.—August 3, September 2. French. Apply—Secretary, Guilde Internationale, 6 rue de la Sorbonne, Paris.

PARIS.—Easter and Christmas Holidays. Apply—Monsieur Louis Jadot, 95 boulevard Saint Michel, Paris.

PARIS.—August 1–31. French. Apply—Monsieur le Secrétaire, l'Alliance Française, 186 boulevard St. Germain, Paris.

SALZBURG (Austria).—September 4–17. History, Law, Science, Languages, &c. Apply—Dr. Richard Schuster, Salzburg.

SANTANDER (North Coast of Spain).—August 4–26. Spanish. Apply—Secretary, Teachers' Guild, 74 Gower Street, W.C.

SCARBOROUGH.—Up to August 20. Kindergarten, Educational Handwork, and Nature Study (Educational Handwork Association). Apply—Mr. McWeeny, Hon. Sec., 17 Sawrey Place, Bradford.

SOUTHAMPTON.—August 1–13. Nature Study. Apply—Dr. J. Travis Jenkins, Hartley University College, Southampton.

ST. SERVAN, PRÈS ST. MALO, BRITTANY.—August 3–30. French. Apply—Dr. Gohin, Professeur au Lycée, Rennes.

SWANLEY.—August 1–13. Nature-Study Course at the Horticultural College. Address—Miss Sieveking, 17 Manchester Square, London, W.

TOURS.—August 2–24. French. Apply—Secretary, Teachers' Guild, 74 Gower Street, W.C.

VILLERVILLE-SUR-MER, TROUVILLE.—August 3–24. French, preparation for exams., "Alliance Française." Apply—Monsieur L. Bascan, 49 rue Caponière, Caen.

WHITBY.—August 1–13. Nature Study. Apply—Secretary, Co-operative Holidays Association, The Abbey House, Whitby.

BOOKS OF THE MONTH.

Classical.

Euripides: Hercules Furens. By E. H. Blakeney. Wm. Blackwood, 2s. 6d.

Studies on Hesiod: II., The Shield of Hercules. By W. F. Cornish. Frowde, 1s.

Drawing, &c.

Brush Forms. By H. Foster Newey. Chapman & Hall. 2 parts, 1s. 6d. each.

Manipulation of the Brush. By Stanley Thorogood. G. Philip. 4s. net.

Play Lessons in Modelling in Harbutt's Plasticine.

Geography.

Regional Geography: The British Isles. By J. B. Reynolds. A. & C. Black. 2s.

General Geography. By Hugh Robert Mill. Macmillan. 3s. 6d.

History.

Introductory History of England. By C. R. E. Fletcher. John Murray, 7s. 6d.

A Sketch of Egyptian History. By Lady Amherst of Hackney. Methuen, 10s. 6d. net.

Advanced History of England. Chambers, 1s. 6d.

School History of Great Britain. McDougall Educational Co., 1s. 6d.

Mathematical.

McDougall's Alexandra Arithmetics, Book II. 2d. Teacher's Book to same. 6d. net. Book IV. 3d.

Modern Languages.

Adolph Stern: Die Flut des Lebens. By E. M. Prowse. Edward Arnold, 1s. 3d.

Le Français chez lui. By Hodges and Powell. Edward Arnold, 1s. 3d.

Contes et Légendes. Part II. By H. A. Guerber. Harrap, 1s. 6d.

H. Hansjakob: Aus dem Leben: eines Unglücklichen. By E. Dixon. Macmillan, 2s. Word- and Phrase-Book, 6d.; Key to Appendices, 2s. 6d. net.

About: Délivrance de Schultz. By F. B. Kirkman. A. & C. Black, 9d.

English Readers, Annotated Texts, &c.

Arnold's Home and Abroad Readers. Edward Arnold. Book I., 10d.; Book II., 1s.; Book III., 1s. 3d.; Books IV., V., and VI., 1s. 6d. each.

McDougall's Supplementary Readers: (1) Scenes from Waverley; (2) The Coral Island. 2d. each.

Scott: Lay of the Last Minstrel. By J. W. Young. J. M. Dent, 1s. 4d.

Temple History Reader. Book IV. J. M. Dent, 1s. 9d.

Macaulay: Oliver Goldsmith. By H. B. Cotterill. Macmillan, 2s.

Shakespeare: Merchant of Venice. By Stanley Wood and Rev. F. Marshall. G. Gill, 1s. 6d.

Scientific and Technical.

Natural History of Some Common Animals. By Oswald H. Latter. Cambridge Biological Series, 5s. net.

Annual Report of Smithsonian Institution, 1902. Government Printing Office, Washington.

First Stage Steam. By J. W. Hayward. W. B. Clive, 2s.

Harness Making. By Paul Hasluck. Leather Working. Same editor. Cassell, 1s. each.

Inorganic Qualitative Analysis Tables. By Harold Munkman Timpany. Wm. Blackwood, 1s.

Magnetism and its Elementary Measurement. By W. Hibbert. Longmans, 2s.

Theory of Heat. By Thomas Preston. Macmillan, 18s. net.

UNIVERSITIES AND SCHOOLS.

BEDFORD COLLEGE FOR WOMEN.

The Council have appointed Miss Margaret Alford (Classical Tripos, Cambridge, Lecturer at Girton College, Cambridge, and Westfield College, London) to the Lectureship in Latin.

Miss E. Strudwick has passed the M.A. Examination in Classics with Distinction, and Miss M. B. Strachan the M.A. Examination in English. The Reid Scholarship in Arts has been awarded to H. C. Harding, of Howell's School, Llandaff, and the Henry Tate Scholarship in Science to A. M. Baker, of the Blackheath High School. Scholarships for the Training Course have been awarded to Miss M. C. Aitken, M.A., and Miss D. F. Hiley, Final Honours School in History, Oxford. The Early English Text Society Prize has been awarded to Miss Jessie K. Hall. The following have gained the Bedford College Hygiene Diploma:—L. Cliffe, K. E. Griess, K. Ryley, H. D. Smith, E. Y. Thomson.

BIRMINGHAM.

Term having come to an end with the Degree Congregation on July 9, there is little to report. At the Congregation the Principal made two interesting announcements. He informed those present that a Hostel of Residence for Women Students would be opened in October under the superintendence of Miss Fry, daughter of Lord Justice Fry. It may be added that the Queen's College new buildings, which will afford accommodation for some forty men students, are approaching completion. The Principal also stated that the Council had decided to erect a club for the men students, with dining, smoking, billiard, and other rooms, and that when it was completed it would be placed in

charge of a committee largely composed of students. The buildings, on which work will shortly be commenced, will be in Great Charles Street, and the entrance will be by the Medical School door.

WALES.

Central Welsh Board Examinations.

The written examination of the Central Welsh Board, the chief event in the educational year to some thousands of Welsh boys and girls, began on Monday, July 11, and lasted until Tuesday, July 26, there being no respite, even on Saturday afternoons. In a system which makes for elasticity of curriculum, as the Welsh Intermediate system does, the examination time-table is doubtless very difficult to make up, but it surely would have been easy to avoid some of the mistakes made this year in its management. For instance, on Tuesday, July 19, a three hours' Arithmetic paper was set in the afternoon after four hours' French in the morning, only an hour's interval being allowed. No serious complaints seem to be made about the character of the papers, the majority of which were very fair and on modern lines. The most hopelessly old-fashioned papers were probably those on English Language, which is very strange, in view of the great improvements which have recently been effected in the teaching of this subject.

Welsh Branch of the Board of Education.

Reference was made in this column last month to the revival of the rumour that it was contemplated to establish a Welsh branch of the Board of Education at Cardiff, with a prominent member of the Guild of Graduates at the head of it. There is no doubt that negotiations have been going on between some members of the Government and influential Welshmen on both sides in politics, but it would appear from careful inquiries that it is very unlikely that anything definite will be done during the lifetime of the present Parliament.

The Amalgamation of Bala and Trevecca Colleges.

Great interest is taken throughout Wales by Welshmen of all shades of religious opinion in the question of the amalgamation of the Methodist Colleges of Bala and Trevecca. The generous offer made by Mr. David Davies, Plasdinam, to contribute £12,000 towards the erection of a new college to replace the existing colleges, provided that the new institution is placed at Aberystwyth, and to increase that sum to two-thirds of the cost if only one preparatory school is maintained, has brought the question within the range of practical politics, and the Welsh newspapers are full of the arguments *pro* and *con*. The chief point which strikes the outsider in the discussion is the inadequacy of the proposed maintenance fund of the new institution. For a staff of five professors, the miserably small sum of £1,500 only is suggested; the Registrar and Librarian is only to get £100 a year, a wage at which the ordinary quarryman or collier would scoff; and £30 only is to be set aside for the purchase of new books. It is very disappointing to find that no lessons have, seemingly, been learnt from the comparative failure of so many educational institutions in Wales on account of the inadequacy of their maintenance funds, and the constant migration of Welshmen of the highest attainments from their native land, because their fellow-countrymen grudge paying salaries worthy of their services.

Holiday Courses for Welsh Students.

The holiday courses in Welsh, to be held at Bangor, under the auspices of the Welsh Language Society, promise to be a great success. A large number of students will attend, several Education Authorities having made grants for this purpose. A number of Welsh students are also being assisted to attend holiday courses in French and German on the Continent. The University College of North Wales has organized a fund to enable some of its students to go to France and Germany every summer, and some County Authorities, notably those of Denbigh, Carnarvon, and Glamorgan, have awarded exhibitions with the same object.

Continued Success of Old Institutions.

It is very gratifying to find that, though so many new schools and colleges have been established in Wales during the last few years, the old educational institutions continue to flourish. St. David's College, Lampeter, is reported to have had a larger number of students last session than any previous session, and the same may be said of almost all, if not all, the old-established schools and colleges. Brecon, Llandovery, Cowbridge, Ystrad Meurig, Ruthin, &c., so far from being injured by the multitudinous county schools, boast of being fuller and more successful than before. The only schools which seem to have gone to the wall are a few private schools.

Education at the Eisteddfod.

Education looms large in the programme of the National Eisteddfod to be held at Mountain Ash next year. "Education" is the subject of the chair ode, and a prize is offered for translating Herbert Spencer's "Education" into Welsh. A well known critic objects to the selection of "Education" as the subject of the chair ode, "unless the bardic poets of Wales are to be considered henceforth as of the mental calibre of Martin Tupper and the poet Montgomery." The objector cannot have read many of the productions of Welsh bards, or else he would have known that the effusions of Tupper and Montgomery are Pindaric poesy compared with some of the odes which win bardic chairs in Wales.

Fellowship for Prof. Norris Jones.

The authorities of Jesus College, Oxford, have conferred a Fellowship worth £100 a year, for three years, on Prof. John Morris Jones, of Bangor University College, the well known scourge of charlatan bards. Prof. Jones has done brilliant research work in Welsh, and the manual of Welsh philology on which he has been engaged for some years is awaited with impatience by all interested in the Welsh language.

A Beginning.

It would appear that the plutocrats of South Wales are at last beginning to contribute towards education. Principal Griffiths of Cardiff has induced the South Wales Institute of Engineers to give a scholarship of £70 per annum tenable at the University College of South Wales. £70 is not a lordly sum compared with the gifts of rich men even in England, to say nothing of American donations to education; but it is princely compared with the previous contributions of the South Wales colliery magnates.

SCOTLAND.

On July 20 Lord Strathcona was installed as Chancellor of Aberdeen University. In his address he spoke of the future of education in Scotland, and made reference to the work of Scotsmen in Imperial government and administration.

Prof. Raleigh.

Glasgow University has suffered a serious loss through Prof. Raleigh's appointment to the new Chair of English Literature at Oxford. Since he came to Glasgow in 1900 he has done excellent work for the University, not only in the class-room and on the Court and Senate, but also in connexion with the General Council. He has done much to maintain and renew the interest of graduates in the University, and to promote a good understanding between town and gown. The departure of so able and successful a teacher, solely because of "the attractions that Oxford offers for the pursuit and advancement of the study of English literature," may help to open the eyes of those whose chief plan of University reform is to turn the professors into teaching machines. The two latest occupants of the Chair of English at Glasgow are now professors at Oxford, and the reason for the resignations of both has been the difficulty of accomplishing original work, even under our present conditions.

Aberdeen Quatercentenary.

The celebration of the quatercentenary of Aberdeen University, which was postponed from 1894 (the anniversary of the foundation) to 1905 (the anniversary of the beginning of teaching), has been again delayed until September, 1906, when there will be a four days' festival to which representatives of Universities and learned societies throughout the world will be invited. The reason for the delay is that the new buildings at Marischal College will not be finished until late in the summer of 1905, and it is intended that the inauguration of these buildings shall take place at the time of the celebration.

In connexion with the new scheme for the instruction of University candidates for commissions in the Army, Edinburgh University Court has resolved to institute a Lectureship in Military Subjects. Aberdeen University has also resolved to establish a Lectureship in Political Economy, with a salary of £250 a year.

The following Lecturers have been appointed at Edinburgh University:—Mr. Adolph P. Oppé, B.A., Ancient History; Mr. Philip F. Wood, M.A., Administrative Law; Dr. J. Hahn, Astronomy; and Dr. Leonard Dobbin, Agricultural Chemistry. At Glasgow University Mr. A. H. Charteris, LL.B., has been appointed Lecturer in International Law, and Mr. James A. McCallum, LL.B., Lecturer in Jurisprudence.

The Carnegie Trust has issued its award of Fellowships, scholarships, and research grants for next academic year; 12 Fellowships, 24 scholarships, and 35 grants are given, and the total value of these is £5,300. The amount expended last year was £3,400. Five of the Fellowships, 7 of the scholarships, and 16 of the grants are renewals of awards made last year. Of the new Fellowships, 3 go to Edinburgh, 2 to Glasgow, and 2 to Aberdeen. Aberdeen has gained 8 new scholarships, Edinburgh 5, St. Andrews 3, and Glasgow 1.

Mrs. Stephen Williamson, of Liverpool, has given a bursary to St. Andrews University, in memory of her husband, who was for some years M.P. for the St. Andrews Burghs. She has wisely provided that the bursary is not to be given at first matriculation, but is "to enable a student who has studied for three years in the University to continue his studies for another year at the University, in order to graduate with Honours in any department, or, in exceptional circumstances, to pursue the study of a special subject." In most of the Universities entrance bursaries are numerous enough, but there is great need of such foundations as this for the encouragement of the Honours schools.

Several students who took part in the disgraceful insult to the Alake of Abeokuta at Aberdeen have been fined by the Senatus. There is a general feeling that their conduct deserved the severer penalty of rustication.

IRELAND.

"Ladies' Day" in T.C.D.

The Commencements which were held in Trinity College, Dublin, on June 30 excited much general interest, as it was the first occasion on which degrees were conferred on women by Dublin University. Miss Jane Barlow,

the author of Irish stories and an old contributor to the *Journal*, the daughter of Mr. Barlow, the Senior Fellow (who has been one of the strongest opponents on the Board to the admission of women), received the honorary degree of Doctor of Literature; and the same degree was given to Mrs. Bryant, D.Sc., the Head of the North London Collegiate School for Girls, who is a daughter of a former Fellow, Dr. Willock. Miss Mulvany, the Head Mistress of Alexandra School, received the degree of LL.D. Six ladies availed themselves of the privilege accorded to those who have obtained the Cambridge certificate of obtaining the *ad eundem* degree, of whom three were Irish—Miss Edith Badham, the Head Mistress of St. Margaret's Hall; Miss Edith Stoney (London School of Medicine), daughter of Dr. Johnstone Stoney; and Miss S. Nicholls, niece of Mrs. Bryant.

June Entrance in T.C.D.

This year 122 students matriculated, of whom 14 were women. Out of this total, 18 were selected for further examination for "high places," of whom 4 were women: 16 "high places" were given, 4 being taken by women. One of these—a very young lady, Miss Olive Purser, pupil of Alexandra School and College, and member of a family famous for academic distinctions—took first place with 92 per cent., 4 higher than the best of the men students. A large number of women intend entering T.C.D., and a "women's quarter" is being arranged within the walls in the former rooms of the Historical Society, where the women students will have cloak rooms, reading rooms, &c.

Changes in T.C.D.

It was expected, when Dr. Traill was elected Provost, that the *status quo* in the College would be largely preserved, but the new Provost appears to have advanced ideas of extending the work of the College and making it really a national University. It is stated on the best authority that Trinity College is about to extend to the Queen's Colleges the privilege she has, so far, only given to Cambridge and Oxford, allowing students who have passed through half the curriculum of those colleges to enter T.C.D. as Junior Sophisters, complete their course there, and take the degree of Dublin University. Should this be done, it would almost compel the Government to deal with the Irish University question, as the already small number of students in the Queen's Colleges would be further reduced. Moreover, it would be contrary to the non-sectarian character of Trinity College, and its liberal traditions, if the same privilege were not offered to the Catholic University College of Stephen's Green, which has the same curriculum as that of the Queen's Colleges, the lectures of fifteen Fellows, and a record of the most brilliant successes. It can hardly be doubted that the Catholic laity, were this done, would largely avail themselves of it, and even the Church could scarcely refuse to sanction a University course over which they would still have so large a control, while, if they sent in their ablest students, many of whom would take Fellowship in the T.C.D., the atmosphere of the latter would gradually become more Catholic. With what would practically be affiliation, endowment of University College would not be withheld. Thus it is possible that Trinity College, which has always held in her hands the solution of the University difficulty, may be voluntarily moving towards the only satisfactory settlement of the problem.

Alexandra College.

On June 29 Alexandra College held its Commemoration, this year a festival of special interest, as it marks the close of a definite period in the life of the college. It was founded in 1865, when no public educational advantage for women existed in Ireland. With a comparatively small number of students, it had teaching from the most eminent Fellows and professors in Dublin, and old students hold that in those early days more real culture was obtainable than in later years, when the examination bane had claimed the college as its own. Since 1880, when the Intermediate and Royal University were founded, the college has had a most brilliant record in the successes of its students, the most unremunerative form of teaching—from the Middle Grade Intermediate to the M.A. R.U.I.—being given without any public endowment except the Intermediate result fees. With the opening of Trinity College to women, a new era has begun, as most of the A.C. students will now enter Dublin University, and receive their teaching there. Any class of eight women can, however, claim the pass lectures from the Fellows in Alexandra College; and in other directions there is still much needed work to be done by the college. At Commemoration the Warden, Dr. Bernard, the Dean of St. Patrick's, gave a detailed account of the expansion of the college since 1891, when Miss H. White, the present Head, was appointed. The students were then 190; they are now 330 (the young students in Alexandra School number nearly 400), while the income of the college and the number of its classes have been greatly enlarged and improved, and much outside work of a philanthropic kind is undertaken by societies formed by students past and present.

Rutland School.

The distribution of prizes in this important and growing school in North Dublin was noticeable this year from the presence of the Provost of Trinity College, who spoke with much enthusiasm of the education of women and their admission to Trinity College, a measure he has advocated for many years. There was present, also, Mr. Blair (the Head of the technical side of the Department), his last public appearance in Ireland before his departure to his new post under the London County Council. Mr. Fletcher, one of the ablest of the Science Inspectors under the Department, has been appointed to Mr. Blair's post.

Holiday Science Courses.

This year over seven hundred teachers are taking the holiday courses in various science subjects instituted by the Department.

Intermediate Examinations.

The numbers entering for the examinations were larger this year than in 1893. The gross total is 9,048, while that of 1903 was 8,558. The total this year is the largest since 1898. The boys number 6,717, and the girls 2,448. The increase in the Preparatory Grade is 108, and wholly among the boys; in the Junior 495, the larger proportion being among the girls; in the Middle Grade the increase is 216; while in the Senior Grade there is a diminution of 12. The total increase of 490 largely lies with the girls, who number this year 353 more than in 1903.

Mr. Wyndham has again in the House defended his action in refusing to allow the Board to carry out their scheme by appointing inspectors, and has definitely said the Government were waiting for Mr. Dale's report to arrange the permanent form that Irish intermediate education should take.

Dr. Biggs.

Profound regret is felt for the sudden death, through drowning in Lough Erne, of Dr. Biggs, the Head of Portora Royal School, perhaps the ablest head master in Ireland, and a man esteemed and beloved by his pupils and all who knew him. He had raised Portora to great prosperity. He is succeeded by Mr. MacDonnell, for the last six years the successful Head Master of Armagh Royal School.

SCHOOLS.

BATH COLLEGE.—The following scholarships were awarded on July 8:—A senior classical scholarship of £15 per annum to C. C. Harrison (Bath College); a senior modern scholarship of £15 per annum to C. S. Field (Bath College); a junior classical scholarship of £15 per annum to R. C. Knox (Junior School, Bath College); an exhibition of £10 per annum to L. S. White (Mr. R. Yarker, Green Park, Bath).

BATTERSEA POLYTECHNIC.—Students of the Training School of Domestic Economy of the Battersea Polytechnic have recently been appointed to teaching posts for the introduction of domestic economy subjects into the school curriculum at the Clapham, Blackheath, Croydon, Streatham, and Swansea High Schools. Other students have also obtained teaching appointments under the London County Council and in technical and other institutions.

CANTERBURY, KING'S SCHOOL.—The scholarships at this school have been awarded as follows:—Entrance scholarships: H. Townshend (Dover College Junior School and King's School), C. B. Simeon (King's School), B. H. Matheson (Mr. Mansfield, Bracknell), E. B. Nelson (Mr. Reynolds, Southbourne), L. C. Watson (Mr. Brooksbank, Aysgarth), J. Kettelwell (Mr. Olive, Wimbledon). House scholarships: C. F. Freeborn (Mr. Jelf, Folkestone), D. K. S. Grant (Mr. Clark, Winchester), F. Kidd (Mr. Hardie Scott, South Croydon). Junior Foundation Scholarships: R. M. Gent, E. C. Linton, C. J. N. Adams, H. P. Sparling (all of the King's School). Probationer Foundation Scholarships: H. Townshend (Dover College Junior School and King's School), C. J. Galpin (Junior King's School), L. C. Watson (Mr. Brooksbank, Aysgarth), P. H. Nixon (King's School), B. H. Matheson (Mr. Mansfield, Bracknell), H. Parsons (Mr. Olive, Wimbledon), F. H. E. Martin (Mr. Martin, St. Leonards-on-Sea).

CHELTENHAM LADIES' COLLEGE.—The following pupils passed the London Matriculation Examination:—Division I.: Helen Adam, Mary F. Archibald, Ethel S. Batt, Elaine East, Georgiana R. Fitzgibbon, Gladys D. Hill, Mabel E. Jones, Alice I. Pearson. Division II.: Gertrude M. Dobrashian, Pansy Downing, Ruth Easterling, Edith M. F. Ferguson, Dorothy H. Jackson, Elizabeth D. Pocock, Alice C. Simpson, Mildred H. Strawson, Margaret E. Watson. Fifteen pupils passed the examination of the Associated Board of the R.A.M. and R.C.M.—5 in Higher Division (1 with Distinction), 6 in Lower Division (3 with Distinction), and 4 in Elementary Division. [Detailed list omitted for want of space.]

CHESTER, THE QUEEN'S SCHOOL.—As a result of the scholarship Examination recently held at the Royal Holloway College, an entrance scholarship of £35 per annum has been awarded to Dorothy Lilian Owen.

DOVER COLLEGE.—R. H. Courtenay has gained an open classical scholarship at Emmanuel, and E. A. T. Taylor one at Corpus, Cambridge. Mr. A. T. Warren, M.A., leaves for Gospel Oak—second master and head of engineering department. Mr. C. R. H. Castellain, M.A. Trinity College, Cambridge, late of Leamington College, replaces him. Lord Curzon of Kedleston, Viceroy of India, on accepting the office of Lord Warden of the Cinque Ports, has, like his predecessors in that office, become President of Dover College. At his installation on the College Close (July 2) he inspected a guard of honour formed by

(*Continued on page* 546.)

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the College Cadet Corps, and expressed his interest in the school, which he showed afterwards by asking for a whole holiday. The prizes are to be distributed on the 29th by Lord George Hamilton, M.P., Captain of Deal Castle. Lord Northbourne has succeeded the Venerable Dr. Ashley as Chairman of the Council.

FELSTED SCHOOL.—The following elections have been made:—To entrance scholarships of £70: S. E. Sears (in the school), C. J. Stuart King (Mr. C. J. Stuart King, Leigh-on-Sea), H. G. Brameld (in the school), N. J. Brooke (Mr. Burman, Arlington House, Brighton). To scholarships of £30: W. Day (Mr. Wallick, Inholmes, Cheltenham), F. E. Sharp (Rev. Philip Crick, St. Ronan's, Worthing). Grignon Prize, for private study of ancient and modern authors (in memory of head mastership of Rev. W. S. Grignon), Portway and Wotton. Bramston Prizes (in memory of Mr. T. W. Bramston, formerly a governor): Classics, Borlas; Mathematics, Collier; History, Hill; Latin Prose and Verse, Wood; Greek Verse, Beaumont. Lord Rayleigh's Prize for Science, Asplen. Courtauld Prize for English Essay, Portway and Gammon. E. A. Hill has passed into H.M.S. "Britannia." W. R. W. Asplen, scholarship £40, Westminster Hospital. C. V. Durell, Scholar of Clare College, Cambridge, Class I., Mathematical Tripos, Part II., awarded silver cup given annually by the college for general learning. Dr. Walter S. Frith, M.B., B.C. Trinity College, Cambridge, and Guy's Hospital, has been appointed medical officer and house doctor of the Junior House, in succession to the late Dr. F. J. O. Stephenson. On Speech Day, June 28, the new engineering workshop was formally opened by Mr. Edward North Buxton, Chairman of the Essex Education Committee, and Mr. D. H. Morgan, A.M.I.M.E., has begun work there with some fourteen boys. The new carpentering workshop will be opened in September. The Biological Laboratory has at length been completed by the addition of a small museum, and has been passed by the Conjoint Board.

HARROW.—All Harrovians will hear with regret of the death of the Rev. E. C. Searle, which took place on July 23 at Tivoli. Mr. Searle had been mathematical master at Harrow since January, 1887. He was, till last year, house tutor to the Head Master, when he succeeded to a Small House (Mr. Stogden's). He was an impressive preacher, and in his moral influence on boys he was second to none since the days of John Smith.

HULL, HYMERS COLLEGE.—The winners of the school prizes are:—English History, R. B. Potts; Essay, H. Davies; French, H. D. Beynon; German, H. D. Beynon; Mathematics, W. J. Coates. P. R. Tomlinson has passed Mus.Bac., Part I., in the First Class. At Cambridge the following successes of O.H.'s have been announced:—W. H. Templeman and G. H. Davy, First Class Natural Science Tripos; W. J. Farrell, First Class Classical Tripos. Mr. Brackenbury leaves us after this term to take the post of the senior modern language master at Bradford.

MARY DATCHELOR GIRLS' SCHOOL.—An old pupil of this school (Frances Brough) has just taken the M.A. degree at the London University, and has been awarded by University College, of which she was a student, the Maldon Medal and Scholarship of £20 as the best third-year student with a competent knowledge of Greek. One of the present sixth-form girls, Edith Hancock, has won an open scholarship of £40 a year for three years, in Science, at the Royal Holloway College, and is proceeding there in the autumn to read for the B.Sc. degree. Her special subjects were botany and chemistry. A boarding house for girls attending the school is being opened in The Grove, Denmark Hill, close to the school, and will be in order by the first week in September.

NEWPORT, MON., S. JOHN THE BAPTIST HIGH SCHOOL—Of the 58 pupils sent in for the Royal Drawing Society Examinations in June, 36 gained Honours and 20 passed. Preparatory—3 Honours, 3 Passes; Division I.—14 Honours, 8 Passes; Division II.—13 Honours, 4 Passes; Division III.—1 Honours, 4 Passes; Division IV.—2 Honours; Division V.—2 Honours; Division VI.—1 Honours, 1 Pass. In the examination of the Incorporated Society of Musicians in the same month, 4 pupils got Honours and 5 passed.

NORTH LONDON COLLEGIATE SCHOOL FOR GIRLS.—Royal Holloway College scholarships of £50 a year for three years have been awarded to Jane Rackham and Isabel Blencowe; and bursaries of £30 a year for three years to Isabel Soar, Winifred Marples, and Isabel Koert.

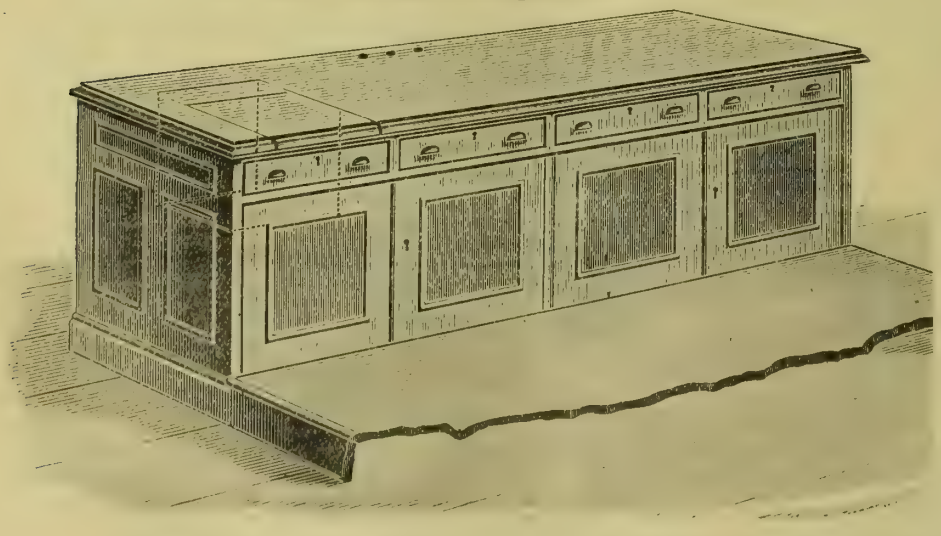
NOTTING HILL HIGH SCHOOL.—Marjorie Holland has been awarded a scholarship for Mathematics at the Royal Holloway College of £50 a year for three years. Dorothy Sulman has gained the first of the three prizes offered by Lady Darley to the pupils of G.P.D.S. Co.'s schools for the best essay on "A Comparison between the States of of Australia, with especial regard to their Industrial Development."

WALLINGFORD, CALLEVA.—Nora Fuller has gained a County Council Teaching Exhibition of the value of £20. The exhibition will be held at Calleva.

(*Continued on page* 548.)

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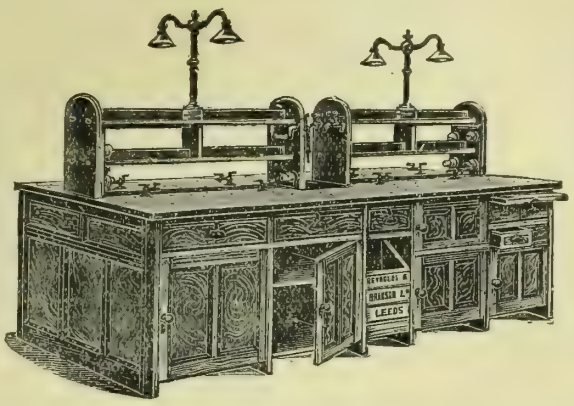
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All competitions must reach the Office by September 16, *addressed "Prize Editor,"* THE JOURNAL OF EDUCATION, 3 *Broadway, Ludgate Hill, E.C.*

["*Assistant Masters*" *is unavoidably held over till next month.*]

TOO LATE FOR CLASSIFICATION.

MIDDLESEX EDUCATION COMMITTEE.
ART MASTER.
Applications are invited for the Post of ART MASTER for County Schools and Technical Institutes in the County of Middlesex. The successful candidate will be expected to give his whole time to the service of the Committee and to take Day and Evening work. The salary will be at the rate of £150 per annum. Applications must be sent in not later than Wednesday, the 7th September next, on forms which can be obtained from the SECRETARY OF THE EDUCATION COMMITTEE, Guildhall, Westminster, S.W.

MIDDLESEX EDUCATION COMMITTEE.
TEACHER OF MODERN LANGUAGES.
Applications are invited for the Post of TEACHER OF MODERN LANGUAGES for County Schools and Technical Institutes in the County of Middlesex. The successful candidate will be expected to give his whole time to the service of the Committee and to take Day and Evening work. The salary will be at the rate of £175 per annum. Applications must be sent in not later than 7th September next, on forms which can be obtained from the SECRETARY OF THE EDUCATION COMMITTEE, Guildhall, Westminster, S.W.

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These School and Teachers' Advertisements are continued from page 526.

GAMES AND GYMNASTIC MISTRESSES with exceptional qualifications can be obtained on application to A. ALEXANDER, Principal, Physical Training College, Southport.

GYMNASTIC AND GAMES MISTRESSES. — Fully qualified Teachers of Gymnastics (Ling's Swedish system) open for Engagement. Medical Gymnastics, Dancing, Swimming, Hockey, Cricket, Net Ball, Gymnasium Games, Physiology, Hygiene. — Miss ANSTEY, The Physical Training College, Halesowen.

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TRAINED KINDERGARTEN MISTRESS. Certificated Higher N.F.U. Good Music, Ablett's Drawing, Painting. Two years' reference. Abroad or England.—M. H., Hooper's, 13 Regent Street, Pall Mall, London. Many others. List gratis. Established 1880. Every application receives Mrs. Hooper's individual attention. Telephone 3677.

REQUIRED, by a Clergyman's Daughter, a Resident Post as JUNIOR MUSIC MISTRESS, with small salary and preparation for Higher Examination. Holds Senior Local Centre Certificate, and has had some experience in teaching young pupils and in supervision in a large School. Address—STUDENT-TEACHER, St. Mary's Hall, Kemp Town, Brighton.

FRENCH MISTRESS (Paris), Protestant (29), University Degree, seeks Situation for September. Experienced in first-rate English Schools. Direct Method. Excellent testimonials. Needlework and Dressmaking if required. Apply—Mlle. A., Cliff House, Clifton Scope, York.

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WANTED, in September, Post as MUSIC MISTRESS in a School. Good Certificates and testimonials. Pupils successfully prepared for Examinations. 3½ years' experience. Address—Miss HOLLAND, Wendover, Bucks.

GERMAN GOVERNESSES, first-class Certificates (French, Music, and all usual subjects), seek Engagements—some for Holiday Engagements. Apply—Miss HAGEMANN, 57 The Drive, Walthamstow. (Home for Governesses. Moderate terms.)

PRINCIPAL highly recommends ENGLISH MISTRESS (with her ten years). Exceptionally punctual and methodical in discharge of duties. The high distinction achieved by many of her Pupils in Public Examinations testified to the excellence of her methods of instruction. Mathematics, Latin (Cambridge Higher), French, German.—D. S., Hooper's, 13 Regent Street, Pall Mall, London. Others. List gratis.

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Resident and Visiting Music Masters and Mistresses.

Head Masters and **Lady Principals** of Schools, Colleges, &c., **requiring Resident** and **Visiting Music Masters and Mistresses** are invited to send a statement of their requirements to the DIRECTOR of the **London Educational Agency**, 358 Strand, W.C., where a special Register is kept of Teachers desirous of securing such engagements. Telephone: 6790 Gerrard.

Head Masters and **Lady Principals** of Schools, Colleges, &c., having **Vacancies** for the **September term** are asked to forward a statement of their requirements to the DIRECTOR of the **London Educational Agency**, 358 Strand, W.C., who will be pleased to put them in immediate communication with suitable candidates. **School Prospectuses filed free of any charge.**

LADY (22), just finished training Manchester Royal College of Music, desires post as MUSIC MISTRESS in good School or Assistant in Public School. Piano (performer, accompanist), Singing, Harmony, Class Singing, Italian, elementary Violin. Excellent references.—GREENWOOD, Oaklands, Grange-over-Sands.

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WANTED, by fully-qualified KINDERGARTEN TEACHER, who has had long experience both abroad and in England, a good Daily Post in Elementary Department of Girls' High School, in London or country. Church of England. Excellent testimonials. Salary £90–100. Non-resident. Apply—Miss M. S., 17 Humber Road, Blackheath, S.E.

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SCHOLASTIC. — SEPTEMBER VACANCIES.—GRADUATES and other English and Foreign Assistant Masters who are seeking appointments in Public or Private Schools should apply (*as soon as possible*) to **Messrs. GRIFFITHS, SMITH, POWELL & SMITH, Tutorial Agents, (Established 1833), 34 Bedford Street, Strand, London, W.C.** Timely notice of vacant appointments will be sent to all candidates.

ST. HELENA'S COLLEGE, HARPENDEN. — Vacancy for STUDENT-MISTRESS. Preparation for Examinations and Training in Teaching. Resident Foreign Mistresses, Visiting London Professors for Pianoforte, Violin, and 'Cello. Moderate premium. Apply—PRINCIPAL.

STUDENTS prepared for the National Froebel Union Examinations and Cambridge Higher Local. Special terms to fill vacancies in September. Stamford Hill High School and Kindergarten (Recognized for the purposes of Teachers' Registration). Apply—Miss RICHARDS, 122 Stamford Hill, N.

VACANCY, in September, for STUDENT, in a good London Girls' School (Recognized). Preparation for Froebel Union Examinations, L.R.A.M., or Higher Local. Good previous education necessary. Premium required. Address—No. 6,283.*

STUDENT MISTRESS required in September. Recognized School. Preparation for London Matriculation or Higher Locals. Duties light. Ample time for personal work. Apply fully—HEAD MISTRESS, Ladies' College, Seaford, Sussex.

THE HIGHER GRADE SCHOOL AND CENTRE FOR INSTRUCTION OF PUPIL-TEACHERS, BLYTH, NORTHUMBERLAND. — An ASSISTANT MASTER is required, to commence duties early in September. Salary at the rate of £150 per annum. Applications, with copies of testimonials, referepces, &c., should be sent in before August 10th, addressed to the Principal, Mr. J. L. GIBBONS, F.C.S.

* **Replies to these advertisements should be addressed "*No.* —, *The Journal of Education, 3 Broadway, Ludgate Hill, E.C.*" Each must contain a *loose* stamp to cover postage on to advertiser.** ***Post Cards*** **will NOT be sent on.**

Assistant Masters, Private Tutors, Teachers of Special Subjects, &c.

THE LONDON EDUCATIONAL AGENCY

(Under the personal management of a former Public-School Master),

358 STRAND, W.C.

SEPTEMBER VACANCIES in Public and Private Schools, Private Tutorships, &c.—ASSISTANT MASTERS (English and Foreign), PRIVATE TUTORS, TEACHERS OF SPECIAL SUBJECTS, &c., seeking Appointments are asked to communicate as soon as possible with the DIRECTOR of the above Agency. Commission Fees only 3 per cent. Telegrams—"Edumedicus, London." Telephone—6790 Gerrard.

Governesses and Assistant Mistresses, &c.

THE LONDON EDUCATIONAL AGENCY

(Under the personal management of a former Public-School Master),

358 STRAND, W.C.

SEPTEMBER VACANCIES in Schools and Families.—GOVERNESSES, ASSISTANT MISTRESSES, TEACHERS OF SPECIAL SUBJECTS, &c., desirous of securing Appointments, are asked to communicate as soon as possible with the DIRECTOR of the above Agency, in order that their qualifications, &c., may be brought to the notice of the Principals of Schools, &c., by means of a printed List shortly to be issued. No Registration Fee. Commission Fees only 3 per cent. Telegrams—"Edumedicus, London." Telephone—6790 Gerrard.

EAST SUFFOLK COUNTY EDUCATION COMMITTEE.

APPOINTMENT OF LADY ASSISTANT.
COUNTY PUPIL-TEACHERS' CENTRE AT SAXMUNDHAM.

The above-named Committee invite applications from competent persons for appointment as LADY ASSISTANT in the County Pupil-Teachers' Centre to be established at Saxmundham.

The successful applicant will be required to teach the English Subjects, French, Music, and Physical Exercises.

Salary £120, rising by annual increments of £5 to £150 per annum.

Applications must be sent in on the prescribed form, to be obtained from the undersigned on receipt of stamped addressed foolscap envelope, on or before 20th August, 1904.

White House, Tower Churchyard, Ipswich. W. E. WATKINS, *Secretary.*

14th July, 1904.

STAFFS. COUNTY COUNCIL. EDUCATION COMMITTEE.

STOKE-ON-TRENT PUPIL-TEACHER (GIRLS') CENTRE.

Wanted, in September, ASSISTANT MISTRESS. Special Subjects required: Needlework, French, Geography. Training and experience. Salary £100. Applications, with copies of three recent testimonials, to be sent to the undersigned. E. VERNON, Boothenwood, Stoke-on-Trent. *Correspondent.*

CARPENTERS' COMPANY'S TECHNICAL INSTITUTE,

JUPP ROAD, STRATFORD, E.

WANTED, for Day Technical School, an ASSISTANT MASTER for Physics. Commencing salary £130. Applications, with testimonials, and stating qualifications, experience, &c., to the PRINCIPAL. Evening work optional and extra.

LONDON COUNTY COUNCIL.

VACANCIES FOR TRAINING COLLEGE MISTRESSES.

THE London County Council, in connexion with the development of their Training College work, will require in September, the services of at least two ASSISTANT MISTRESSES, the one to act as NORMAL MISTRESS, with a salary of £225 per annum, and the other as CLASS TEACHER, with a commencing salary of £150 per annum, rising by annual increments of £5 to a maximum of £185 per annum. The former must be a Graduate, with special experience of work in connexion with the training of teachers, and with further qualifications in *one* of the following groups:—(*a*) English Language, Literature, and History; (*b*) Science and Mathematics; or (*c*) Modern Languages. The latter must have special qualifications in one or more of the above groups, with some experience of work in Secondary Schools. In addition to the above vacancies it is possible that additional Normal Mistresses will be required in connexion with the London Day Training College.

Applications for these posts must be made on forms to be obtained from the CLERK OF THE COUNCIL, Education Offices, Victoria Embankment, W.C., to whom they must be returned not later than the first post on Thursday, September 8th, marked outside, "Training College Mistress." Copies of three recent testimonials must be sent with the application form.

RIPON AND WAKEFIELD DIOCESAN TRAINING COLLEGE.—Wanted, Resident GOVERNESS, to commence duties in September. Preference will be given to a candidate who has a University Degree in Science, and is capable of undertaking sole responsibility for Nature Study, Drawing, and Arithmetic. Commencing salary £80, with board, lodging, and medical attendance. To a really capable experienced Teacher a higher initial salary might be offered. The College contains 109 resident students, and is pleasantly situated in one of the healthiest parts of Yorkshire. Applications should be sent in, together with information as to diplomas and experience, and testimonials as to character, before August 7th, to the Rev. G. W. GARROD, Trevissome, Flushing, Falmouth.

BISHOP'S SECONDARY SCHOOL, SALISBURY.—LADY TEACHER required to teach Science and some other subjects, and to open Boarding House for Girls in September. University Degree or equivalent. Salary £100, with board and residence. Age about 30. Apply—Miss DOUGLAS, Godolphin School, Salisbury.

CHIPPENHAM AND DISTRICT COUNTY SCHOOL (DIV. A). PUPIL-TEACHER CENTRE AND EVENING CLASSES.

Wanted, a SCIENCE MASTER (Science Degree a recommendation). Salary £140, rising £5 per annum to £160.

Also an ASSISTANT MISTRESS for English Subjects (First Class D a recommendation). Salary £110, rising £5 per annum to £130.

Duties of both the above to commence September 12th, 1904. Forms of application, which must be returned by August 6, may be had from

E. THOMAS, Chippenham, Wilts. Clerk to the Governors.

BOURNEMOUTH COLLEGIATE SCHOOL FOR GIRLS.—A Vacancy, in September, for a Resident SCIENCE and MATHEMATICAL MISTRESS. Nonconformist preferred. Degree essential. Apply, with full particulars, to the PRINCIPAL.

WANTED, in September, a SCIENCE MASTER for Chemistry and Physics. An Honour Degree and experience desirable. Salary £180 non-resident. Full particulars on application to the HEAD MASTER, Cowley Schools, St. Helen's.

REQUIRED, in a high-class School near London, a STUDENT-GOVERNESS, who would have to work for the London Matriculation June, 1905, and to assist in teaching Juniors. Premium £30–£40.—L., 4 Portland Road, Gravesend.

REQUIRED, LADY or GENTLEMAN, to Coach Daily Boy of twelve for Competitive Examination held next February. Good Arithmetic, French, Mathematics, &c. Resident or otherwise. Address—B., 42 South Street, Dorking.

COUNTY SCHOOLS, LLANIDLOES.—Wanted, in September, an ASSISTANT MASTER qualified to teach French, History, and General Subjects. Salary £100. Apply—E. R. HORSFALL TURNER, Head Master.

COUNTY SCHOOL, LEYTON, ESSEX.

The Governing Body invite applications for the post of ASSISTANT MISTRESS in the above Secondary School for Boys and Girls. English and Arithmetic. Graduate preferred, but teaching experience and Col. B qualifications indispensable. Salary £100, increasing by £10 annually to £150. For further particulars and form of application, send stamped addressed envelope to SECRETARY, Technical Institute, Leyton, N.E.

CITY OF BRADFORD EDUCATION COMMITTEE.

TEACHER OF FRENCH.

Wanted an ASSISTANT TEACHER, qualified to teach French, for the Belle Vue Higher-Grade Boys' School. A Teacher who is French or has studied French abroad preferred. Salary according to qualifications and experience.

Forms of application may be obtained from the undersigned, and should be returned not later than Monday, 22nd August, to THOS. GARBUTT, Secretary, Education Office, Manor Row, Bradford.

BRIGHTON.—TRAINING COLLEGE FOR SCHOOLMISTRESSES (Elementary).—Wanted, on September 1st, a LADY GRADUATE to teach English Literature as her principal subject. Salary £80 per annum, with two good rooms, board, &c. Apply, stating age and enclosing recent testimonials, to the PRINCIPAL, 95 Ditchling Road, Brighton. Candidates must be members of the Church of England.

NORWICH EDUCATION COMMITTEE.

THE Committee invite applications for the appointment of SCIENCE MISTRESS in the Duke Street Girls' School. Chief subjects: Physics, Chemistry, and Botany. Salary £120. Experience essential.

Applications, with full particulars of qualifications and experience, to be sent as soon as possible to

Technical Institute, Norwich. H. RAMAGE, Organizer of Higher Education.

BERKSHIRE EDUCATION COMMITTEE.

THE Secretary is prepared to receive the names of WOMEN TEACHERS registered under Column B. who would be willing to undertake Secondary Work in Pupil-Teachers' or Evening Classes.

Salary about £120 per annum,

Applications should be made to the SECRETARY, Berkshire Education Committee, The Forbury, Reading.

GOVERNESS-STUDENT required, in September, in superior London Girls' School (Recognized). Preparation for R.A. Examinations, Higher Local, Matriculation, or Examination of the Society of French Professors. Premium required. Address—PRINCIPAL, Linden Hall, 173 Clapham Road, S.W.

MUSICAL GOVERNESS required in Private School in London. Class Singing. £35 resident. Write, stating references—THE LADIES' AGENT, York House, 142 Kensington Park Road. Also FRENCH GOVERNESS and GERMAN PUPILS.

MATHEMATICS.—Wanted in Recognized Public School an EXPERIENCED FORM MISTRESS to teach principally Mathematics or Science. Class-Singing an advantage, but not essential. Degree or equivalent. Churchwoman. Address, enclosing testimonials and photo, HEAD MISTRESS, Merchant Taylors' Girls' School Crosby, Liverpool.

STUDENT-MISTRESS wanted (Recognized Public School). Preparation for Cambridge Higher, London (up to B.A.), or Froebel Examinations, in return for Services half time. Address—HEAD MISTRESS, Merchant Taylors' Girls' School, Crosby.

WARRINGTON TRAINING COLLEGE.—Wanted, Resident GOVERNESS early in September. Preference will be given to one who has a University Degree, and is capable of teaching Science, Arithmetic, and Drill. Salary according to qualifications and experience. Address—The Rev. the PRINCIPAL, The Training College, Warrington.

WANTED, in September, a thoroughly competent ART MISTRESS, in a large Private School. Art Needlework and Junior Music, if possible, but not essential. Apply—Fylde Lodge, Heaton Mersey, near Manchester.

TO ASSISTANT MISTRESSES.

SEPTEMBER (1904) VACANCIES.

Messrs. GRIFFITHS, SMITH, POWELL & SMITH, Educational Agents (Estd. 70 years), 34 Bedford Street, Strand, and 22 Henrietta Street, Covent Garden, London, W.C., invite immediate applications from well qualified ***English and Foreign*** Assistant Mistresses for the following Appointments :—

Mistress for County School. Botany and Domestic Economy or French necessary. Salary £120 non-resident.—No. 950.

Head Mistress to take control and management of important Day School in Ireland. Graduate and experience necessary. Salary £120, and share of fees. —No. 922.

Governess for Family, 4 Pupils. English, fluent French, Latin, Music, and Drawing. £70 to £80 resident.—No. 100.

English and Fifth Form Mistress. English Language and Literature, History, and Latin special subjects. London B.A. (or equivalent) desired. £70 resident.—No. 016.

Senior English Mistress for Seaside School. Graduate or Undergraduate preferred. Drawing necessary. Trained Teacher preferred. £60 resident.—No. 014.

English Mistress for small first-class School. Good French, Drawing, and Drilling desired. £60 resident.—No. 948.

Senior Mistress for County School. Graduate (or equivalent) looked for. Conversational French and Drawing necessary. £130 non-resident.—No. 850.

Junior Mistress for County School. Form subjects and French. £95 non-resident. Graduate (or equivalent) desired.—No. 851.

English Mistress for County School. Mathematics necessary. Drill and Games desirable. £100 non-resident.—No. 847.

Assistant Mistress for Chemistry, French, and ordinary Form subjects. County School. £90 non-resident.—No. 890.

Assistant Mistress for Training College. Botany, Zoology, and Mathematics desired. £60 resident.—No. 755.

Mistress to take Preparatory Form work and assist in Higher Forms in English. Public School. £100 non-resident.—No. 248.

Experienced English Mistress, good at Mathematics, wanted for Training College. Graduate preferred. Church of England. £80 board and rooms. —No. 233.

Head Mistress required for School in connexion with Pupil-Teachers' Centre. English, French, and Mathematics. London Graduate or Undergraduate preferred. £100 non-resident.—No. 202.

Canada.—Mistress wanted for English, Latin, and Mathematics. Also two of the following :—Greek, German, French, or Science. £60 to £70 resident, passage paid —No. 192.

German Music Mistress. £60 resident.—No. 184.

Assistant Mistress for good Mathematics and Form work. County School. £90 non-resident.—No. 113.

Assistant Mistress for High School. English, French (good), and Drawing (certificated). £80 non-resident.—No. 112.

Senior Mistress for Seaside School. Good Mathematics, Botany, and some Chemistry. £65 resident or £100 non-resident.—No. 785.

Vancouver.—English or Foreign Mistress for French, German, and Mathematics. £75.—No. 756.

Trained Mistress for large, important School in London. Degree (or equivalent) necessary. Good salary.—No. 951.

Experienced Kindergarten Mistress for important High School. Fair salary, resident.—No. 990.

Assistant Mistress for Institute School. Art subjects, French (oral), and Form work. £80 non-resident.—No. 044.

Experienced English Mistress, with Mathematics. Graduate preferred. £60 resident.—No. 030.

Art Mistress for important College. Must be fully certificated (Ablett's and S.K.). £50 to £70 resident.—No. 017.

Experienced Mistress for Seaside School. English, Science, Mathematics. Trained Teacher preferred. £60 resident. Over 100 Pupils.—No. 781.

Graduate (or equivalent) for Boarding School in Kent. Seaside. English, Latin, Mathematics, Science. £60 resident.—No. 771.

Graduate (B.A.) as **Head Mistress** for first-class Eastbourne School. Fair salary, resident.—No. 277.

English and Mathematics, also elementary Science or Drawing. Trained Teacher and one having taken Inter. Arts Exam. preferred. Fair salary, resident.—No. 207.

French or Swiss Protestant Mistress for Family in Greece. English, French, German, Drawing, and Music. £70 resident and expenses.—No. 409.

Senior Assistant Mistress for London School. Good French, Swedish Drill, and Games essential. £50 resident.—No. 093.

English Mistress, with Degree or equivalent. Registered Teacher preferred. French and Mathematics desired. £50 resident.—No. 079.

Experienced Kindergarten Mistress, able to teach Drilling and Mathematics. £50 resident.—No. 073.

Music Mistress, with Solo Singing and conversational French. £50 resident.—No. 037.

Mistress for good French and German. Also to take Drawing and English. £50 resident.—No. 917.

Kindergarten Mistress, with Swedish Drill and Ablett's Drawing. £50 resident. High School.—No. 708.

Mathematics and Science for High School, also Latin, French, and English. £50 resident.—No. 644.

Music and Art Mistress for School in Scotland. Fair salary, resident.—No. 535.

First-rate Music Mistress for important High School. Piano and Violin or Class Singing. Liberal salary.—No. 646.

Form Mistress for Technical School in West of England. Thirty hours' teaching per week. Trained Teacher preferred. £100 non-resident.—No. 226.

Head Teacher required for School in North of England. Registered Teacher preferred. English, French, and German. £50 resident.—No. 171.

Music Mistress for School in Ireland (seaside). One trained in Germany preferred. £50 resident.—No. 326.

Head Assistant Mistress for School in Hants. Subjects for London Matriculation. £45 resident.—No. 977.

English, French, Botany, Mathematics. Seaside School. Recognized. Certificated and Registered Teacher desired. £45 resident.—No. 937.

Fully Certificated Kindergarten Mistress to prepare Students for exams. £45 resident.—No. 902.

Head English Teacher for School in Surrey. £45 resident.—No. 783.

Experienced Mistress for School in Yorks. Latin, Mathematics, Science. Degree desirable. £45 resident.—No. 665.

Registered Teacher as English Mistress for School in Lancs. £45 resident.—No. 543.

History, Latin, Botany, and Mathematics for Senior Cambridge. Salary from £45 resident.—No. 225.

Graduate or Undergraduate for English, Arithmetic, Latin, and Mathematics. £45 resident. —No. 103.

Graduate for small School. English and French. £45 resident.—No. 534.

Experienced and well-qualified Mistress for School in West of England (seaside). Fair salary. —No. 505.

Modern Language Mistress, with Ablett's Drawing. £40 resident.—No. 317.

Kindergarten Mistress, with Higher Certificate. £40 resident.—No. 272.

English, Botany, and Music. London School. Registered Teacher preferred. £40 resident.—No. 270.

Music Mistress, Piano, Violin, Singing. London School. £40 resident.—No. 252.

German Mistress for Music and German. £40 resident.—No. 228.

English Mistress for School on South Coast. Mathematics, some Science, Latin, and French. £40 resident.—No. 201.

English, Latin, and German. Eastbourne School. £40 resident.—No. 158.

English Mistress, with French and Botany. Good experience necessary. London School. £40 resident.—No. 131.

Graduate for Brighton School. English, French, Mathematics, and Science. £40 (or more) resident.—No. 127.

Experienced and Certificated Mistress for English, Arithmetic, and French. £40 resident.—No. 108.

Trained Teacher for Seaside School in North of England. Charge of Forms V. and VI. £40 resident. —No. 097.

Certificated Mistress for English, French, German, Latin, and Music. £40 resident.—No. 043.

Trained Teachers for London School. English, Mathematics, French, and Drill. £40 resident.—No. 992.

Kindergarten Mistress for important School in Ireland. Drill and Dancing. £40 resident.—No. 961.

English, Science, Drawing, Arithmetic. £40 resident.—No. 907.

English Teacher for London School. English, French, and some German. £40 resident.—No. 905.

Music Mistress for Seaside School. Piano, Theory, Harmony, Violin, Singing. £40 resident.—No. 901.

Experienced English Teacher for first-class Brighton School. French, Drawing, and Painting desired. £40 resident.—No. 894.

Head English Teacher for Recognized School, to prepare for Locals. £40 resident.—No. 881.

Gymnastic Mistress (certificated), for School in West of England. £40 resident.—No. 846.

English, French, and elementary Music. Registered Teacher preferred. £40 resident.—No. 795.

Trained or Experienced Teacher for Form IV. English, Mathematics, Latin. £40 resident.—No. 717.

English Mistress for Recognized School. English, Mathematics, Latin, French. £40 resident. No. 679.

Music Mistress, Piano, Violin, Singing. Must hold good Certificates. £40 resident. No. 552.

350 other resident and non-resident vacancies, in Public and Private Schools, for English and Foreign, Senior and Junior, Assistant Mistresses.

70 Student-Governesses also required for superior Schools on mutual terms, namely :—Board, Residence, and Educational advantages in return for services.

A complete List of Vacant Appointments in Public and Private Schools will be sent by **Messrs. GRIFFITHS, SMITH, POWELL & SMITH** to English and Foreign Assistant Mistresses on application.

N.B.—*Assistant Mistresses, when making application to Messrs. Griffiths, Smith, Powell & Smith for particulars of the above Appointments or for a list of Vacancies, should state the Subjects they would undertake to teach, age, experience, whether they are Graduates (or equivalent) or hold other Certificates, and should also enclose names of referees and copies of Testimonials.*

SCHOOLS TRANSFERRED AND VALUED.

(This Department is under the Entire Management of one of the Partners of the Firm.)

Address—34 BEDFORD STREET, STRAND, LONDON, W.C.

Telegraphic Address : "SCHOLASQUE, LONDON."

ASSOCIATION OF UNIVERSITY WOMEN TEACHERS. — Teachers with University qualifications (degree or equivalent), requiring posts in Public or Private Schools, are invited to Apply to the Secretary. No commission is charged when work is obtained through the Registry, but *continued* membership is expected. Subscription 5s. per annum. State full particulars in applying to the SECRETARY, 48 Mall Chambers, Kensington, W.

WANTED, for the HAMPTON HIGH SCHOOL, JAMAICA, a SECOND MISTRESS. Good German (essential), Elementary Physics and Chemistry. Swedish Drill and Games desirable. Should hold a Degree or its equivalent. Salary £90, with board, residence, laundry, and medical attendance during the whole year. First-class passage paid.—Apply, giving full particulars of qualifications and experience, to Miss GRUNER, 48 Mall Chambers, Kensington, W.

HEAD ENGLISH MISTRESS required (London). Certificated and experienced. Mathematics, some Science. £60. Many other excellent Vacancies, good Schools. Languages, Music, Art, Kindergarten, also for Governess-Students, England and Abroad.—HOOPER'S, 13 Regent Street, Pall Mall. No booking fee. Stamp. Established 1880.

JUNIOR MISTRESS wanted on mutual terms to teach ordinary English subjects in Forms I. to III. French or Shorthand desirable. Comfortable home (London). No boarders. Good musical instruction if desired. Address—No. 6,366.*

REQUIRED (Recognized School) —JUNIOR MISTRESS. Good French, Junior English, Mathematics, Games, Botany. STUDENT preparing for Registration. Mutual terms. Student (premium) to give one hour daily. Good Churchwomen essential. Address—No. 6,373.*

FIRST FORM MISTRESS required for Public High School. Special subjects: Botany and Elementary Science. Also KINDERGARTEN MISTRESS, able to train Students and teach Junior Music. Both Resident. Churchwomen. Address—No. 6,359.*

TWO FORM MISTRESSES (Resident) wanted in High School. Special subjects for one, Advanced German and History; for the other, Advanced French. University qualifications and residence abroad desired. Churchwomen. Address—No. 6,360.*

REQUIRED, in Girls' Secondary Day School, a SENIOR ENGLISH MISTRESS. Essential subjects: English Language and Literature, English History, Geography, French, and Latin, all to Senior Cambridge standard. Must have had Public School experience. Address—No. 6,358.*

ASSISTANT MISTRESS, experienced, for Christmas Term and possibly longer, to teach Latin, Mathematics (Modern Methods), and Botany to a few girls, and to assist with English subjects. Small School (Kent), Recognized. State age, qualifications, salary. Churchwoman. Address—No. 6,371.*

KINDERGARTEN. — JUNIOR ASSISTANT MISTRESS or STUDENT-MISTRESS required in a School in Hampstead. Apply by letter to Miss A. G. BODEN, 28 Platt's Lane, Hampstead, London, N.W.

WANTED, in good Public High School, FORM MISTRESS, to teach chiefly Mathematics. Degree or equivalent. New methods. Salary about £100 non-resident. Address—No. 6,369.*

WANTED, for small superior Recognized School, MISTRESS to teach Drawing, Painting, Dancing, and ordinary English subjects. £25-£30. Address—No. 6,368.*

A LADY, with good experience in teaching Young Boys (aged 8-12), is required next term, for the Preparatory Form of a Public School. A good salary will be paid to a really experienced and successful Teacher. Apply by letter, with copies of testimonials (not original), to HEAD MASTER, c.o. Street's, 8 Serle Street, Lincoln's Inn.

LONDON COUNTY COUNCIL.

LONDON DAY TRAINING COLLEGE.

THE LONDON COUNTY COUNCIL will require the services of three additional MISTRESSES, to undertake work at the London Day Training College under Professor Adams, at the beginning of next Session. It is necessary that the Mistresses should be qualified to supervise the School Practice of Students, as well as to give instruction in either Arts or Science. The salary attached to the principal post will be £200 a year, and two other Mistresses will be appointed at £150 a year each. Candidates must apply on Forms to be obtained from the CLERK OF THE COUNCIL, Education Offices, Victoria Embankment, W.C.; the forms should be returned not later than Thursday, September 8th. The envelopes should be marked, "Training College Assistant."

G. L. GOMME,
Clerk of the Council.

THE SOUTH SHIELDS EDUCATION COMMITTEE invite applications for the appointment of HEAD MASTER of the Westoe Road Higher-Grade Science School and Pupil-Teachers' Centre, having accommodation for 500 pupils. Duty to commence 1st October, 1904. Commencing salary £400, rising to £500.

Candidates should be University graduates, not under 30 years of age, have had varied teaching experience, and possess undoubted credentials.

Forms of application can be obtained from the SECRETARY TO THE EDUCATION COMMITTEE, Ocean Road, South Shields. Applications must be delivered not later than 10th August, 1904.

COUNTY BOROUGH OF SUNDERLAND

EDUCATION AUTHORITY.

BEDE HIGHER-GRADE GIRLS' SECONDARY SCHOOL.

WANTED, on the 1st of September, for the above School, a Temporary ASSISTANT, qualified to teach Mathematics and Physics. Salary £80 per annum.

Particulars can be obtained on application to

T. W. BRYERS,
Secretary to the Education Committee.
15 John Street, Sunderland.

REQUIRED, September, TWO ASSISTANT MISTRESSES for Boys' Preparatory School (Recognized). Subjects: English, Latin, French, Mathematics, Drawing (Ablett), Music (one). Address—Misses WILLIS, Eastington, Clevedon.

KINDERGARTEN TEACHER (Young English), Certificated (Birmingham or Froebel Institute). Musical. October, School. — 1 Melville Street, Edinburgh.

WANTED, STUDENT-GOVERNESS to assist with Junior Music. Tuition for L.R.A.M. Diploma in return for services. Must have Musical ability, and belong to Church of England. Address—No. 6,377.*

SWANSEA. — INTERMEDIATE EDUCATION. — HIGH SCHOOL FOR GIRLS.—Wanted, in January, Non-resident ASSISTANT MISTRESS. General Form subjects; thorough French, Conversational, good accent. Preference for Degree and Training. Salary according to qualifications. Minimum £100. Applications, copies of testimonials, particulars of experience, training, age, to be sent to HEAD MISTRESS.

CIRENCESTER GIRLS' SCHOOL.—Required—(1) Experienced MISTRESS, with University qualifications. Essential Subjects: History, Literature, and Mathematics. (2) JUNIOR MISTRESS, preferably trained, for Preparatory Form and general work. One must teach Class Singing or Gymnastics. Apply — Miss HAY, The Briars, Wotton-under-Edge.

ALLAN GLEN'S SCHOOL, GLASGOW.—Wanted, for this Science School, (1) Two MASTERS, with qualifications in Physics, Chemistry, and Mechanics; (2) a MASTER for English and Latin. Commencing salary from £120 to £150. Applications, stating age, experience, and general attainments (Mathematics, Languages, Athletics, &c.), should be sent at once to the Head Master, Dr. KERR, 15 India Street, Glasgow.

WELSH INTERMEDIATE EDUCATION ACT, 1889.

HOLYWELL COUNTY (DUAL) SCHOOL.

The Governors of the above School invite applications for the Post of ASSISTANT MISTRESS. Must be a Graduate of a University in the United Kingdom. Preference given to a candidate specially qualified to teach Classics. Previous teaching experience essential.

Salary £100 per annum, rising by annual increments of £5 to £120. Duties to commence September 20th, 1904.

Applications, stating age, qualifications, previous experience, &c., with copies of recent testimonials, to be sent to the undersigned on or before August 13th, 1904.

FRED LLEWELLYN-JONES, LL.B., B.A.,
Solicitor, Holywell,
July 26th, 1904. Clerk to the Governors.

WELSH INTERMEDIATE EDUCATION ACT, 1889.

HOLYWELL COUNTY (DUAL) SCHOOL.

The Governors of the above School invite applications for the Post of SCIENCE MASTER. Must be a Graduate of a University in the United Kingdom. Preference given to a C.M. Previous teaching reference essential.

Commencing salary £140 per annum. Duties to commence September 20th, 1904.

Applications, stating age, qualifications, previous experience, &c., with copies of recent testimonials, to be sent to the undersigned on or before August 13th, 1904.

FRED. LLEWELLYN-JONES, LL.B, B.A.,
Solicitor, Holywell,
July 26th, 1904. Clerk to the Governors.

WOOLWICH POLYTECHNIC.

Principal—WILLIAM GANNON, M.A.

DAY SECONDARY SCHOOL.

THE Governors require the services of:—

(1) SENIOR MASTER. Commencing salary, £300 per annum.

(2) SENIOR MISTRESS. Commencing salary, £200 per annum.

The selected candidates will be required to commence duties as early as possible next term.

Further particulars may be obtained from the Principal on receipt of a stamped addressed foolscap envelope,

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LIST OF RECOGNIZED SCHOOLS.

THE following is the first half of a list, complete up to the beginning of July, of schools recognized by the Board of Education for the purposes of the registration of teachers. We have been induced to publish this list by the numerous requests that we have received from teachers and intending teachers, who naturally desire to learn what are the schools by service in which they will, in respect of "experience in teaching," qualify themselves for registration. We are bound, however, to repeat our caution that "recognition" for this particular purpose must not be taken as a guarantee of the efficiency of the school in all respects.

We believe our list will be found accurate and nearly complete, but any errors or omissions to which our attention is called will be rectified in the ensuing month. Mixed schools for boys and girls are too few in number to call for a separate list, and they have been classified under Schools for Boys.

The following abbreviations have been adopted:—S. = School; Gr. = Grammar; Coll. = College; S.D.S. = Secondary Day School under Board of Education; C.S.Co. = Church Schools Company; G.P.D.S.Co. = Girls' Public Day School Company; P.-T. = Pupil-Teacher.

BOYS' SCHOOLS.

Abbotsholme, The New S.
Aberayron, County S.
Aberdare, County S.
Abergavenny, King Henry VIII.'s S.
Aberystwyth, County S.
Abingdon S.
Abingdon, Cothill S.
Accrington, Municipal Day S.
Ackworth, Friends' S.
Acton, W., Collegiate S., Apsley Villas.
Aldenham S.
Alderley Edge, The Ryleys Prep. S.
Aldershot, Winton House Military Prep. S.
Aldwych, W.C., Holborn Estate Gr. S.
Almondbury, Gr. S.
Alnwick, Duke's S.
Alresford, Perin's S.
Amersham, Gr. S.
Ampleforth Coll.
Anerley, S.E., Anerley Coll.
Apperley Bridge, Woodhouse Grove S.
Appleby, Westmorland, Gr. S.
Armagh, Royal S.
Arnside, Earnseat S.
Ascot, Earleywood S.
Ashbourne, Gr. S.
Ashburton, Gr. S.
Ashby-de-la-Zouch, Gr. S.
Ashford, Gr. S.
Ashtead, Downsend Prep. S.
Ashton-in-Makerfield, Gr. S.
Aspatria, Agricultural Coll.
Atherstone, Gr. S.
Aylesbury, Endowed S.
Bakewell:
 Lady Manners Gr. S.
 St. Anselm's S.
Bala, County S.
Balham, S.W., Balham S.
Banbury:
 Municipal S.
 Banbury S.
Bangor:
 Friars' S.
 P.-T. Centre.
Banham, Gr. S.
Banstead, Appuldurcombe S.
Barbadoes, Harrison Coll.
Barmouth, County S.
Barnard Castle, N.E. Counties S.
Barnet, Gr. S.
Barnsley:
 Abp. Holgate's S.
 Boys' High S.
 P.-T. Centre, Beckett St.
Barnstaple, North Devon County S.
Barrow-in-Furness, Higher-Grade S., Duke St.
Barry, County S.
Basingstoke, Queen Mary's S.
Bath:
 Bath Coll.
 King Edward's S.
 Kingswood S.
 Secondary Day S.
 Downside S.
Bath (*continued*):
 Prior Park Coll.
 Central, P.-T. S., Guildhall.
 Hamilton House S.
Batley, Gr. S.
Battersea, S.W.:
 Gr. S.
 Sir Walter St. John's S.
 Polytechnic Day S.
Beaminster, Gr. S.
Beaumont Coll.
Beckenham, Tech. Inst.
Bedford:
 Gr. S.
 Modern S.
 County S.
Belfast, Royal Academical Inst.
Belper, Gr. S.
Berkhamsted S.
Berwick-on-Tweed, Gr. S.
Beverley, Gr. S.
Bexhill:
 Ancaster House S.
 Beacon S.
 Ebor S.
Bickley, Amesbury Prep. S.
Bideford, Gr. S.
Biggleswade, Ivel Bury S.
Birchington, Woodford House S.
Birkdale:
 Bickerton House S.
 Terra Nova S.
Birkenhead:
 Birkenhead S.
 Institute.
 H.M.S. "Conway."
 Claughton Collegiate S.
 Clifton Pk. S.
 The Coll., Rock Ferry.
Birmingham:
 Aston Gr. S.
 Camp Hill Gr. S.
 Five Ways Gr. S.
 King Edward VI.'s High S.
 Municipal Tech. S.
 Oratory S.
 St. Philip's Gr. S.
 Bourne Coll., Quinton.
 George Dixon Secondary S.
 Higher-Grade S., Waverley Rd.
 Edgbaston Prep. S., Hagley Rd.
Bishop Auckland, King James I. Gr. S.
Bishop's Stortford Coll.
Blackburn, Municipal Tech. S.
Blackford, Sexey's S.
Blackheath, S.E.:
 Blackheath S.
 Christ's Coll.
 St. Mary's S., Cresswell Pk.
 S. for Sons of Missionaries.
 Stratheden House S.
Blackpool:
 High S.
 Arnold House S.
 Meersbrook S.
Blandford, Milldown S.
Bloxham, All Saints' S.
Blyth, Higher-Grade S.
Bognor, Middleton S.
Bolton:
 Gr. S.
 Ch. of Eng. Educational Inst.
 Central Higher-Grade S.
 P.-T. Centre.
Borden, Gr. S.
Boston, Gr. S.
Bottwnog, County S.
Bournemouth:
 Bournemouth S.
 Old Ride Prep. S.
 Collegiate S.
 High S., Shaftesbury Lodge.
 Knyveton Court Prep. S.
 Ladycross S.
 Saugreen S.
Bovey Tracy, Gr. S.
Bow, E., Coopers' Co.'s S.
Bowdon:
 College.
 Rose Hill High S.
Brackley, Magdalen Coll. S.
Bracknell, Lambrook S.
Bradfield Coll., Berks.
Bradford:
 Gr. S.
 St. Bede's Gr. S.
 Belle Vue Higher-Grade S.
 Hanson Higher-Grade S.
 P.-T. Centre, Carlton St.
Bradford-on-Avon, County S.
Brecon:
 Christ's Coll.
 County S.
Brentwood, Gr. S.
Brewood, Gr. S.
Bridge of Allan, Academy.
Bridgnorth, Gr. S.
Bridgwater, Dr. Morgan's Endowed S.
Bridlington, Gr. S.
Brighouse, Rastrick Gr. S.
Brighton:
 Brighton Coll.
 Gr. S.
 Secondary S., York Pl.
 Cottesmore S.
 Greyfriars S.
 Mowden S.
 P.-T. S., Pelham St.
 Taunton House S.
 The Wick Prep. S.
 Windlesham House S.
Bristol:
 Gr. S.
 Merchant Venturers' Tech. S.
 Colston's S.
 Cathedral S.
 Queen Elizabeth's Hospital.
 St. George Higher-Grade S.
 The Downs S.
 Christian Brothers' Coll.
 P.-T. Centre.
 Redland S., Fernbank Rd.
 Redland Hill House S.
 Winchester House S., Redland Rd.

Brixton, S.E.:
 Freemen's S.
 St. John's Coll., Angell Rd.
Brixton Hill, S.E.:
 Clark's Coll.
 Montrose Coll.
Broadstairs:
 Pierremont Coll.
 St. Peter's Court S.
 Stone House S.
Brockley, S.E.:
 West Kent Gr. S.
 St. Peter's Coll.
Bromley, Quernmore S.
Bromsgrove S.
Bruton:
 King's S.
 Sexey's Trade S.
Buckingham, Royal Latin S.
Builth, County S.
Burford, Gr. S.
Burnham, Hart House S.
Burton-on-Trent, Gr. S.
Bury:
 Gr. S.
 Boys' High S.
Bury St. Edmunds, East Anglian S.
Bushey, Royal Masonic S.
Caistor, Gr. S.
Calne, County S.
Camberwell, S.E., Gr. S.
Cambridge:
 Perse S.
 The Leys S.
 County S.
 King's Coll. Choir S.
Camelford, Gr. S.
Canterbury:
 King's S.
 St. Edmund's S.
 Simon Langton S.
 Kent Coll.
Cardiff:
 Intermediate S.
 P.-T. S.
Cardigan, County S.
Carlisle:
 Gr. S.
 Albert House S.
 Devonshire House S.
 West Tower P.-T. Centre.
Carnarvon, County S.
Cartmel, Gr. S.
Caterham Valley, Congregational S.
Catford Bridge, S.E., St. Dunstan's Coll.
Chard, Chard S.
Charterhouse.
Cheadle Hulme, Warehousemen and Clerks' S.
Cheam, Cheam S.
Chelsea, S.W.:
 South-Western Polytechnic Day S.
 St. Mark's Coll. S.
Cheltenham Coll.
Cheltenham:
 Dean Close S.
 Gr. S.
 Belmore House S.
 Glyngarth Prep. S.
 Inholmes Prep. S.
 Northampton Collegiate S.
 The Douglas S.
Chepstow, Gr. S.
Cheshunt, Holt House S.
Chester:
 King's S.
 S. of Science.
 Arnold House S.
 Cathedral Choir S.
Chesterfield:
 Gr. S.
 Mount St. Mary's Coll.
Chigwell, Chigwell S.
Chippenham, County S.
Chipping Campden, Gr. S.
Chipping Sodbury, Endowed S.
Christ's Hospital.
Church Stretton, Brockhurst S.
Cirencester, Gr. S.
City of London S.
Clacton-on-Sea, Ascham Coll.
Clapham, S.W.:
 Clapham S.
 Manor House S.
 Clapham Coll.
Clapton, N.E., Priory House S.
Clee, Humberstone Foundation S.
Cleobury Mortimer Coll.
Clevedon:
 The Coll.
 Channel View S.
Clifton Coll.
Clitheroe, Gr. S.
Coatham, Sir W. Turner's S.
Colchester, Gr. S.
Coleford, Gr. S.
Coleshill, Gr. S.
Colwyn Bay:
 Rydal Mount S.
 Dinglewood S.
Colwyn, Tanllwyfan S.
Congleton, Victoria Coll.
Corbridge, Corchester Prep. S.
Corby, Gr. S.
Cork, Gr. S.
Coventry:
 King Henry VIII.'s S.
 Bablake S.
 P.-T. Centre, Wheatley St.
Cowbridge, Gr. S.
Cowes, Highclere S.
Cowper St., E.C., Central Foundation S.
Cranleigh, Cranleigh S.
Crediton, Gr. S.
Crewe, Secondary Day S.
Crewkerne, Gr. S.
Crosby, Gt., Merchant Taylors' S.
Crouch End, N., Oakfield S.
Croydon:
 Whitgift Gr. S.
 Whitgift Middle S.
 Lansdowne S., Dingwall Rd.
 High S.
 P.-T. Centre, Whitehorse Rd.
Darlington:
 Gr. S.
 P.-T. Centre.
Darwen, P.-T. Centre.
Denmark Hill, S.E., St. Joseph's Coll.
Denstone Coll.
Deptford, S.E., P.-T. Centre, Clyde St.
Derby:
 Derby S.
 Municipal Technical Coll.
 Whitworth S., Green Lanes.
Dereham, Gr. S.
Devizes:
 Wilsford House S.
 Gr. S.
 P.-T. Centre.
Devonport, High S.
Dewsbury:
 Wheelwright Gr. S.
 Tech. Inst. P.-T. Centre.
Deytheur, Gr. S.
Ditchling, East Field Prep. S.
Dolgelly, County S.
Doncaster:
 Gr. S.
 Hall Gate S.
Dover:
 Coll.
 Municipal Day S.
 Chilverton Elms Prep. S.
Downleaze, St. Edmund's Prep. S.
Driffield, Gr. S.
Dronfield, Gr. S.
Dublin, High S.
Dudley, Gr. S.
Dulwich Coll.
Dulwich, S.E.:
 Alleyn's S.
 Hillboro' Prep. S.
Dundee, High S.
Dunmow, Countess of Warwick's S.
Duns, Berwickshire High S.
Durham:
 Durham S.
 Old Elvet S.
Ealing, W.:
 Castle Hill S.
 The Cedars S.
 Durston House S.
 Gr. S.
 Harrow View Prep. S.
 Rolandseck S.
Earl's Colne, Gr. S.
Eastbourne:
 Coll.
 Aldro S.
 Ascham S.
 Clifton House S.
 Glengorse S.
 Kent House S.
 Lynchmere S.
 Municipal S.
 Nevill House S.
 New Coll.
 Old S.
 St. Andrew's S.
 St. Bede's S.
 St. Christopher's S.
 St. Cyprian's S.
 St. Saviour's Choir S.
 Timsbury S.
 Warren Hill S.
 Winchester House S.
East Ham, P.-T. Centre.
East Hardwick, East Hardwick S.
East Sheen, Temple Grove S.
Ebbw Vale, County S.
Eccles, Gr. S.
Edinburgh:
 Academy.
 Merchiston Castle S.
Elland, Gr. S.
Ellesmere, St. Oswald's Coll.
Eltham, Eltham Coll.
Ely, King's S.
Emsworth, Emsworth S.
Enfield, Gr. S.
Enniskillen, Portora Royal S.
Epsom:
 Coll.
 Upland House S.
Eton Coll.
Evesham, Gr. S.
Exeter:
 Exeter S.
 Hele's Endowed S.
 Collingwood House S.
Exmouth, Pencarwick Prep. S.
Eye, Gr. S.
Falmouth, Gr. S.
Fareham:
 Seafield Pk. Coll.
 Stubbington House S.
Farnborough:
 Farnborough Prep. S.
 Farnborough Pk. Prep. S.
Farnham:
 Gr. S.
 Army Coll., Heath End.
Farnworth (Bolton), Gr. S.
Farnworth (Widnes), Gr. S.
Faversham:
 Gr. S.
 Wreight's S.
Felsted S.
Festiniog, County S.
Fettes Coll.
Finchley, N., Christ's Coll.
Finsbury Park, N., Finsbury Park Coll.

Finsbury, P.-T. S., Offord Rd., Barnsbury, N.
Folkestone:
 The Grange S.
 Sutherland House S.
Forest Gate, E.:
 Commercial Coll., Woodgrange Rd.
 Gr. S., Khedive Rd.
Forest Hill, S.E., Forest Hill House S.
Framlingham Coll.
Fraserburgh, Academy.
Freshfield, Holmwood S.
Fulneck S.
Galashiels Academy.
Galway, City Tech. Inst.
Gateshead, Higher-Grade S.
Gelligaer, County S.
Giggleswick S.
Gillingham, Gr. S.
Glasgow:
 Kelvinside Academy.
 St. Aloysius Coll.
Glenalmond, Trinity Coll.
Glossop, Technical S.
Gloucester:
 Crypt Gr. S.
 Rich's S.
Godalming:
 Branksome House S.
 Frith Hill House S.
 Hill Side Prep. S.
Gosberton, The Hall S.
Gosforth, St. George's S.
Gospel Oak, N.W., William Ellis Endowed S.
Gosport, Secondary Day S.
Goudhurst, Bethany House S.
Gowerton, County S.
Grantham, Tech. Inst.
Gravesend:
 Municipal Day S.
 Modern S.
Grays, Palmer's S.
Great Ayton, Friends' S.
Great Blencowe, Gr. S.
Greenock Academy.
Greenwich, Roan S.
Grimsby:
 Wintringham Higher-Grade S.
 Collegiate S.
 St. James's Choir S.
Guernsey, Elizabeth Coll.
Guildford:
 Boxgrove Prep. S.
 Grenville House Prep. S.
 Gr. S.
Guisborough, Gr. S.
Hackney, P.-T. Centre.
Hackney Downs, N.E., Grocers' Co.'s S.
Haileybury Coll.
Halifax:
 Heath Gr. S.
 Crossley and Porter Endowed S.
 Higher Board S., Prescott St.
 New S.
 P.-T. Centre.
Hammersmith:
 Godolphin S.
 Upper Latymer S.
 Elgin House S.
Hampstead, N.W.:
 Belsize Prep. S., Buckland Crescent.
 Heath Mount S.
 Heddon Court S., Rosslyn Hill.
 Kenmere S., Priory Rd.
 King Alfred Society's S., Ellerdale Rd.
 S. Hampstead Prep. S., Finchley Rd.
 Threave House S., Heath Drive.
 Upton S., Adelaide Rd.
Hampton:
 Gr. S.
 Pembroke House S.
Handsworth:
 Gr. S.
 Tech. S.
Hanley Castle, Gr. S.
Hanley:
 Higher-Grade Council S.
 Potteries P.-T. Centre.
Harrogate:
 Ashville Coll.
 Bilton Grange S.
 Harrogate Coll.
 The Horst Commercial Coll.
 New Coll.
 Pembroke Coll.
Harrow:
 Harrow S.
 Lower S. of John Lyon.
 Bowden House Prep. S., Sudbury Hill.
 Orley Farm S.
Hartlebury, Gr. S.
Hartlepool, Henry Smith's S.
Hastings:
 Gr. S.
 Modern S.
 University S.
Hatcham, S.E., Aske's S.
Hatfield, Collegiate S.
Haverfordwest, Gr. S.
Hayward's Heath, Brunswick S.
Heacham, Ruskin S. Home.
Heanor, Tech. S.
Heckmondwike, Higher Bd. S.
Hemel Hempstead, Heath Coll.
Henley-in-Arden, Arden House S.
Henley-on-Thames, Royal Gr. S.
Hereford:
 Cathedral S.
 Clyde House S.
Herne Bay, Herne Bay Coll.
Hertford, Gr. S.
Heston Hounslow, Heston House S.
Highgate, N.:
 Highgate S.
 Grove House S.
Higham-on-the-Hill, Lindley Lodge S.
Hinckley, Gr. S.
Hindley, Gr. S.
Hipperholme, Gr. S.
Hitchin, Gr. S.
Hockley Heath, Packwood Haugh S.
Holbeach, Gr. S.
Holloway, N.:
 Northern Polytechnic Day S.
 Holloway Coll.
Holt, Gresham's S.
Holywell, County S.
Honiton, Allhallows S.
Horncastle, Gr. S.
Hornsea:
 Brampton House S.
 St. Bede's Coll.
Hornsey, N.:
 Stationers' Co.'s S.
 High S., Upper Hornsey Rise.
Horsham, Gr. S.
Houghton-le-Spring, Royal Kepier Gr. S.
Huddersfield:
 Technical Coll.
 Fartown Gr. S.
 Coll. Higher-Grade S.
Hull:
 Hymers Coll.
 Gr. S.
 Municipal Tech. S.
 Higher-Grade S., Brunswick Avenue.
 Boulevard Higher-Grade S.
 Eton House S.
 P.-T. Centre, Charlotte Street.
Hunstanton, Lydgate House S.
Hurstpierpoint Coll.
Ickwell Bury, Horton Prep. S.
Ilfracombe, Ilfracombe Coll.
Ilkley, Gr. S.
Ilminster, Gr. S.
Inverness:
 High Public S.
 Royal Academy.
Isle of Man, King William's Coll.
Ipswich:
 Queen Elizabeth's S.
 Middle S.
Isleworth, County S.
Islington, E.C., Owen's S.
Jersey, Victoria Coll.
Keighley, P.-T. Centre, Temperance Inst.
Kelso, High S.
Kendal:
 Gr. S.
 Stramongate S.
Kenley, St. Winifred's Prep. S.
Kensington, W., St. Charles's Coll.
Keswick, Keswick S.
Kibworth, Gr. S.
Kidderminster:
 King Charles I. Gr. S.
 S. of Science.
Kilburn, N.W.:
 Gr. S.
 Willesden P.-T. Centre.
Kimbolton, Gr. S.
Kingsbridge, Gr. S.
Kingsley, Ockham Mid. Class S.
King's Lynn, Municipal Tech. S.
Kingston-on-Thames:
 Gr. S.
 Tiffins' S.
 Elmhurst S.
Kington, Lady Hawkins S.
Kirkham, Gr. S.
Knaresborough, King James Gr. S.
Knutsford, Gr. S.
Lampeter, St. David's Coll. S.
Lancaster, Royal Gr. S.
Lancing Coll.
Lapford, Collegiate S.
Launceston:
 Dunheved Coll.
 Howell's Endowed S.
Leamington:
 Leamington Coll.
 Collegiate S.
Leatherhead, St. John's S.
Ledbury, The Russell S.
Lee-on-the-Solent, Trafalgar House S.
Leeds:
 Gr. S.
 Modern S.
 Church Middle-Class S.
 Central Higher-Grade S.
 Moorlands' S., Far Headingley.
Leek, High S.
Leicester:
 Wyggeston S.
 Ratcliffe Coll.
 Alderman Newton's S.
 Stoneygate S.
Leigh (Lancs.), Gr. S.
Lewisham, S.E.:
 Catford Collegiate S.
 Colfe Gr. S.
Leyland, Balshaw's Gr. S.
Leyton, N.E., Technical Institute Day S.
Leytonstone, N.E.:
 Leyton P.-T. Centre, Davis Lane.
 Salway Coll.
Lexden, Lexden S.
Lichfield, Gr. S.
Lincoln:
 Gr. S.
 Municipal Technical Day S.
Lisburn, Ulster Provincial Friends' S.
Liscard:
 Boys' High S.
 Wallasey Gr. S.
Liskeard, Wadham S.
Liverpool:
 Liverpool Coll.
 Liverpool Inst.
 St. Francis Xavier's Coll.
 Catholic Inst.
 St. Edward's Coll.
 Greenbank S.

Liverpool (*continued*):
Parkfield S.
P.-T. Coll., Clarence St.
Llanberis, County S.
Llanbedr, Penrallt S.
Llandilo, County S.
Llandovery Coll.
Llandrindod Wells, County S.
Llandudno:
County S.
Sywell House S.
Tan-y-Bryn S.
Llanddulas, Arnold House S.
Llandyssil, County S.
Llanelly:
County S.
P.-T. Centre.
Llanfyllin, County S.
Llangollen, County S.
Llanidloes, County S.
Llanrwst, County S.
LONDON:
See Aldwych, Balham, Battersea, Blackheath, Brixton, Camberwell, Catford Bridge, Chelsea, City of London S., Cowper St., Crouch End, Denmark Hill, Deptford, Dulwich, Finsbury, Forest Gate, Forest Hill, Gospel Oak, Hackney, Hammersmith, Hampstead, Hatcham, Highgate, Hornsey, Kensington, Kilburn, Lewisham, Maida Vale, Mercers' S., Merchant Taylors' S., Mile End Rd., Paddington, Peckham, Putney, Regent St., Roehampton, St. George's-in-the-East, St. Olave's S., St. Paul's S., Southwark, Stockwell, Stoke Newington, Sydenham, Tollington Park, Tooting, University Coll. S., Victoria Park, Wandsworth, West Hampstead, West Kensington, Westminster, Whitechapel, Wimbledon, Wimbledon Common.
Longton, High S.
Longwood, Gr. S.
Loretto S.
Loughborough, Gr. S.
Loughton, Loughton S.
Louth, Gr. S.
Lowestoft:
Tech. S.
Lowestoft Coll.
Lucton, Pierrepont's S.
Ludlow, Gr. S.
Luton, P.-T. Centre, Waller St.
Lutterworth, Gr. S.
Lydney Inst.
Lytham:
Pembroke House S.
Seafield Prep. S.

GIRLS' SCHOOLS.

Abbot's Bromley, near Rugeley:
St. Anne's S.
St. Mary's S.
Abergavenny, Girls' County S.
Aberystwyth, Caerleon House S.
Abingdon, Convent Secondary S., Oxford Rd.
Accrington, Municipal S., P.-T. Centre.
Acton, N.W., Haberdashers' Aske's Girls' S., Creffield Rd., Springfield Pk.
Aldershot, Girls' Collegiate S., Victoria Rd.
Alford, Lincs, Girls' High S.
Alnwick, The Duchess's S. (S.D.S., Div. B).
Alton, Ockham Middle Class S., Kingsley.
Alverstoke, Lanherne S. for Gentlemen's Daughters.
Andover, Girls' High S., Wykeham House.
Anerley, S.E., Oakhurst S., 218 Anerley Rd.
Armathwaite, Englethwaite S.
Ascot:
Heathfield S.
St. Mary's Priory.
Ashby-de-la-Zouch, Girls' Gr. S.
Ashford, Kent, Girls' Modern High S.
Ashford, Middlesex, Welsh Girls' S.
Ashton-on-Mersey, Cheshire:
Abbotsford S.
Wynthrop S.
Baker St., N.W., Church of England High S.
Balham, S.W.:
Bedford Hill Coll.
Tooting Common Ladies' Coll., Hillbury Rd.
Banbury:
Oxford Lodge S.
St. John's Priory Boarding & Day S.
The Mount S.
Bangor:
Girls' County S.
St. Winifred's S.
Barbadoes, Queen's Coll.
Barnet:
Barnet Coll., Wood St.
Girls' Gr. S.
Barnsbury, N., Finsbury P.-T. S., Offord Rd.
Barnsley:
Fonthill S., Sackville St.
Girls' High S., Warren Grove.
St. George's Coll. & Kindergarten.
Barnstaple:
Addiscombe S.
Ladies' S., Ebberly Lawn.
Ruthwell S.
Barrow-in-Furness, Girls' Higher-Grade S. (S.D.S., Div. A).
Basingstoke:
Girls' High S.
Westlands S.
Bath:
Avonbank Coll., Grosvenor Place.
Avondale S., Grosvenor Pl.
Bathwick Ladies' S., Pulteney St.
Duke St. S.
High S. (G.P.D.S.Co.).
Oldfield Lodge, Wells Rd.
Royal S. for Officers' Daughters, Lansdown.
Battersea, S.W., Notre Dame High S., Battersea Pk. Rd.
Bayswater, W., Catholic High S., Denbigh Rd.
Beccles, Highfield Girls' S.
Beckenham:
Kepplestone Girls' S.
Minshull House S.
Bedford:
Girls' High S.
Girls' Modern S.
Moravian S., St. Peter's.
St. Andrew's S., Kimbolton Rd.
Belfast:
Brookvale Collegiate S.
Victoria Coll.
Berkhamsted, Girls' Gr. S.
Berwick-on-Tweed:
St. Mary's Conv.
The Avenue S.
Beverley, Holland House S.
Bexhill-on-Sea:
Auckland House S., De la Warr Rd.
Hughenden S., Station Rd.
Lindum House S.
St. Hilary's S.
Bickley, Belmont S.
Bideford:
Edgehill Coll. for Girls.
West Bank S., Belvoir Rd.
Birkenhead:
Convent S., Upton Hall.
Convent S., Holt Hill.
Eastleigh S., New Ferry.
Higher Tranmere Coll., Devonshire Pk.
Girls' High S., Oxton (G.P.D.S.Co.).
Kensington House S., Bidston Rd.
P.-T. Centre, Woodlands.
Birmingham:
Ch. of Eng. Coll., Calthorpe Rd.
Edgbaston Coll., Bristol Rd.
Birmingham (*continued*):
Edgbaston High S.
Girls' High S., Moseley.
Hildathorpe S., Pk. Rd., Moseley.
Inglewood Coll., Wylde Green.
King Edward's Girls' Gr. S., Aston.
King Edward's Girls' Gr. S., Bath Row.
King Edward's Girls' Gr. S., Camp Hill.
King Edward's Girls' Gr. S., Summer Hill.
Moseley Ladies' Coll., Woodstock Rd.
P.-T. Central Classes, Midland Inst.
St. Catherine's Boarding S., St. Anne's Conv., Camp Hill.
St. Paul's P.-T. Centre, Whittall St.
Bishop Auckland:
Girls' High S.
Westholm Girls' S.
Bishop's Stortford:
Girls' High S., Chantry Rd.
Hockerill Coll.
St. Katharine's S.
Bishop's Waltham, Lithend Girls' S.
Blackburn:
Convent of Notre Dame Boarding S., Whalley New Rd.
Girls' High S.
Blackheath, S.E.:
High S. (G.P.D.S.Co.).
St. Mary's Coll., Cresswell Pk.
Blackpool:
Convent S., Layton Hill.
Girls' High S., South Shore.
Blundellsands, Liverpool:
Eldon House S.
Marina Prep. S.
Sandford S.
Bognor:
Argyll House S.
St. Michael's Girls' S.
Bolton, Lancs., Girls' High S.
Boscombe, Hants:
Allan Bank S.
Girton S., Sea Rd.
Rothsay S., Owls Rd.
Boston, Lincs, Conway House S.
Bournemouth:
Anglo-French S., Fontainebleau, Manor Rd.
Girls' Collegiate S., Poole Rd.
Girls' High S.
Helsington Towers S., Knole Rd.
Knyveton Court S.
St. Margaret's Hall S., West Cliff Gardens.
Stagsdene S., Rushton Crescent.
Westbourne House S., Pine Tree Glen.
Western House S., Pine Tree Glen.
Bow, E., Coborn Girls' S.
Bowdon, Cheshire:
Culcheth Hall S.
Highbury Coll.
Hill Side Ladies' S.
Bowes Park, N., Bowes Park High S., Palmerston Rd.
Boyle St., W., Burlington Endowed Girls' S., Boyle St., Old Burlington St.
Bradford:
Girls' Gr. S.
Hanson Girls' S.D.S., Barkerend Rd.
Rossefield S., Heaton.
Bramley, Guildford, St. Catherine's S.
Bray, The French S.
Brecon, Girls' County S.
Brentwood, Essex:
Montpelier House S.
Ursuline H. S., Queen's Rd.
Bridgewater, Girls' High S.
Bridport, Thorneloe S.
Brighouse, Higher-Grade S. (Sci. and Art Classes), Lightcliffe Rd.
Brighton:
Albany High S., Richmond Pl.
Girton House S., Walsingham Mansions.
High S. (G.P.D.S.Co.).
Home S. for Girls, Norfolk Terrace.
Kendrick House S., Florence Rd.

Brighton (*continued*):
Ladies' S., The Close, Dyke Rd.
Priv. S., 15 and 16 Norfolk Terrace.
Priv. S., 25 Sussex Sq.
Roedean S.
Roedean Prep. S., Sussex Sq.
St. Mary's Hall, Kemp Town.
St. Michael's Hall.
Strathallan S., St. Michael's Pl.
Westcombe S., Dyke Rd.
Westwood S., Montpelier Crescent.
Windlesham House S.
York Place Higher-Grade Girls' S. (S.D.S., Div. A).
Brisbane, Girls' Gr. S.
Bristol:
Clergy Daughters' S.
Colston Girls' S., Cheltenham Rd.
Frenchay Lodge S.
Guelph Girls' Coll., Durdham Down.
Glenside S., St. Andrew's Pk.
P.-T. Centre, Broad Weir.
Redland High S.
Red Maids' S.
St. Ursula's Conv. of Mercy, Westbury-on-Trym.
See also Clifton.
Brixton, S.W.:
Ballina House High S., Hayter Rd.
Conv. of Notre Dame Boarding & High S., Brixton Hill.
Broadstairs, Valetta House S.
Brockenhurst, Hants, Arnewood House S.
Bromley, Kent:
Avonclyffe S., Holwood Rd.
High S. (G.P.D.S.Co.).
Bromyard, Girls' High S.
Brondesbury, N.W.:
Bestreben House S.
Wycombe House S., Dartmouth Rd.
Bungay, St. Mary's S.
Burnham, Somerset, La Retraite S.
Burton-on-Trent, Girls' High S.
Bury, Girls' Gr. S.
Bury St. Edmunds:
High S. (C.S.Co.).
Langton House Girls' S.
Ripley House S.
Bushey, Herts:
Caldecott Towers S.
St. Margaret's S.
Buxton, The Grange S.
Calne, Wilts, St. Mary's S.
Camberwell, S.E.:
Halsmere Rd. P.-T. S.
Mary Datchelor's S.
Mercy High S., County Grove.
Camborne:
Parc Bracket Girls' Collegiate S.
Redbrooke S.
Cambridge:
Bateman House S.
Cambridge County Girls' S.
Cavendish House S.
Perse Girls' S.
Camden Town, N.W.:
Camden S. for Girls, Prince of Wales Rd.
North London Collegiate S., Sandall Rd.
Prep. Classes for North London Collegiate S., 171 The Crescent, Camden Rd.
Canonbury, N., Alwyne Girls' Coll., Douglas Rd.
Canterbury:
Römer House S., St. George's Pl.
Simon Langton Girls' S.
Cardiff:
Girls' Intermediate S.
P.-T. S.
The Leas S., Llanishen.
Carlisle:
Brunswick House S.
Burlington House S., Chatsworth Sq.
High S. (G.P.D.S.Co.).
Ingledene S., Warwick Rd.
Carmarthen:
Girls' County S.
Girls' High S.
Castletown, Isle of Man, Girls' High S.
Caterham, Eothen Girls' S., Caterham Valley.
Cavendish Sq., W., Convent High S.
Caversham, Oxon., Queen Anne's S.
Charing Cross Rd., W.C., St. Martin's Girls' High S.
Chelsea, S.W., Whitelands Coll.
Cheltenham:
Ellenborough House S.
Ladies' Coll.
Ladies' Coll., Cambray House.
The Hall S., Montpellier.
Chester:
Dee House Conv. S.
Private S., Upper Northgate St.
Queen's S.
Chesterfield, Girls' High S.
Chichester, Lindenau Girls' S., West St.
Chingford, Girls' High S., Buxton Rd.
Chislehurst:
Alresford S.
Coed-bel S.
Chiswick, W.:
Chiswick and Bedford Park High S., Queen Anne's Gardens, Bedford Park.
Grove Park High S.
Chorlton-cum-Hardy:
Girls' High S., York Rd.
Rockville S.
Cirencester, Girls' High S.
City of London Girls' S., E.C.
Clapham, S.W.:
Anglo-French Ladies' Coll., Linden Hall, Clapham Rd.
Laleham S., Clarence Rd., Clapham Pk.
Queenswood S., Clapham Pk.
Clapham Common, S.W.:
Clapham Park High S., Elms Rd.
Conv. Notre Dame Boarding S.
High S. (G.P.D.S.Co.).
Modern S. (G.P.D.S.Co.).
St. Thorold's S., Cedars Rd.
The College, Nightingale Lane.
Vicarage S., Lavender Gardens.
Clapton Common, N.E., Priory House S.
Clevedon:
Duncan House S.
Hawkesbury S.
Clewer, Windsor, St. Stephen's Coll.
Clifton, nr. Bristol:
Badminton House S.
Clifton Girls' High S.
Duncan House S.
Ellenborough House S., Upper Belgrave Rd.
Fairfield Coll.
Felixstowe S., Downside Rd.
Girls' S., Vyvyan Terr.
King's Heath S., Durdham Pk.
Marlborough House Girls' S., Whiteladies' Rd.
Mortimer House S.
St. Helen's S., The Avenue.
St. Winifred's S., Cornwallis Grove.
Colchester:
Endsleigh House S.
Girls' High S.
Colombo:
Ceylon, Bishop's Coll.
Pettah Girls' High S.
Colwyn Bay, Penrhôs Coll.
Constantinople, English High S.
Cookstown, Ladies' S.
Corbridge-on-Tyne, Springfield S.
Cork:
Girls' High S., Sidney Pl.
Girls' S., South Terrace.
Rochelle Seminary.
Corsham, Wilts, Claremont Coll.
Cottingham, nr. Hull, Eastholme S.
Cowbridge, Girls' Intermediate S.
Coventry, Girls' High S., The Quadrant, and College House, Holyhead Rd.
Cowes, I.W., Westbourne House Girls' S.
Crewkerne, The Elms Girls' S.
Cromer, St. Lawrence S.
Crosby, Merchant Taylors' Girls' S.
Crouch Hill, N., Northcote House S., Ashley Rd.
Croydon:
Addiscombe High S., Up. Addiscombe Rd.
Conv. of Ladies of Mary S., Tavistock Rd.
Croham Hurst S.
Girton S., London Rd.
High S. (G.P.D.S.Co.).
North Park Coll., London Rd.
Woodford House S., Dingwall Rd., East Croydon.
Darlington:
Girls' High S.
Polham Hall S.
Dartmouth, Girls' High S.
Daventry, Girls' Gr. S.
Dawlish, Marlborough Girls' High S.
Denbigh, Howell's S.
Derby:
Belmont House S.
Derby Inst. for Girls, Wilson Street.
Friarsfield S., Uttoxeter Rd.
High S. (C.S.Co.).
Dereham, Norfolk, Girls' High S.
Devizes:
Castle Grounds S.
Devizes Coll.
Southgate House S.
Verecroft House S.
Devonport:
Girls' High S.
St. Michael's Lodge, Stoke Damerel.
Dewsbury, Wheelwright Girls' Gr. S.
Ditchingham, Norfolk, All Hallows S.
Dolgelley, Dr. Williams's S.
Dorchester, Dorchester S., Prince of Wales Rd.
Dorking, St. Joseph's Priory, Harrow Rd.
Dover:
High S. (G.P.D.S.Co.).
St. Hilda's S., Priory Hill.
Downham Market, Norfolk, Hill House S.
Driffield:
Collegiate S., Ash Lee.
Manor House S.
Dublin:
Alexander S., Earlsfort Terrace.
Masonic Female Orphan S.
Rutland S.
St. Andrew's Coll., St. Stephen's Green.
Dudley, Girls' High S.
Dulwich, S.E.:
High S. (G.P.D.S.Co.).
James Allen's Girls' S.
Oakfield S., Thurlow Pk. Rd.
Dundee, Seymour Lodge S., Perth Rd.
Dunfield, Gr. S.
Durham, Girls' High S. (C.S.Co.).
Ealing, W.:
Abbotsford S., Ealing Common.
Agnes Coll., Sandringham Gardens.
Beresford House S., Mattock Lane.
Castlebar High S.
Girton House S.
Heidelberg Coll., Castle Bar Rd.
Princess Helena Coll.
The Hawthorne Ladies' S., 19 Ealing Comm.
Eastbourne:
Beresford House S., Upperton Rd.
Beachey Coll., Graville Rd.
Boston House S., Meads.
Deerhaddnn S.
Edenthorpe S., Meads.
Endcliffe S.
Ladies' Coll., Grassington Road.
Langland Coll., Hartfield Sq.
Lee Coll., Hartfield Sq.
Moira House S., Upper Carlisle Rd.
Queenswood S., Staveley Rd.

Eastbourne (*continued*):
Rathgowry S., South Cliff.
St. John's S., South View.
St. Katharine's S., Bolsover Rd., Meads.
St. Margaret's S., Meads.
St. Mildred's S., Compton St.
St. Winifred's S.
Wellington House S., Hyde Gdns.
West Hill House S.
East Grinstead:
St. Agnes S.
St. Margaret's Coll., Moat Rd.
East Ham, E., P.-T. Centre.
Eaton Sq., S.W., Ch. of Eng. High. S., 39 Graham St.
Eccles:
Carlton House S., Gilda Brook Rd.
Victoria Coll.
Edinburgh, St. George's High S. for Girls, Melville St.
Eltham, Babington House S.
Epsom, The Hollies S.
Erith, Kent, St. Joseph's Conv. S.
Exeter:
Collingwood House S., Heavitree.
Girls' High S.
Girls' Middle S.
St. Hilda's S., York Rd.
St. Margaret's S., West Southernhay.
Exmouth:
Clarendon Girls' S., Morton Crescent.
Southland S., Fairfield.
Falmouth, Girls' High S., Woodlane.
Farnham:
Girls' Gr. S.
Girls' High S., Eastholme.
P.-T. Centre.
Faversham, William Gibbs' Girls' S.
Felixstowe:
Girls' High S.
Toynton House S.
Finchley, N.:
Etchingham Pk. S., Church End.
Sandwell S., Court House.
Finsbury Pk., N., South Hornsey High S., Queen's Rd.
Folkestone:
Eversley S., 47 Earl's Avenue.
Kent Coll., Grimstone Avenue.
Montague House S., Westbourne Gardens.
Rochester House S., Earl's Avenue.
St. Margaret's S., Bouverie Rd.
St. Nicholas' S.
Forest Gate, E., St. Angela's High S.
Forest Hill, S.E.:
Manor Mount High S.
Millburn House C., Honor Oak Pk.
West House Girls' High S.
Frome, Selwood S.
Fulneck, near Leeds, Moravian Girls' S.
Gainsborough, Lealholm S.
Gateshead-on-Tyne, High S. (G.P.D.S.Co.).
Glasgow, Roman Catholic Higher-Grade S., Dowanhill.
Gloucester:
Girls' Endowed S.
Girls' High S. (C.S.Co.), College Green.
Gordon Sq., W.C., Girls' S.
Gosforth, nr. Newcastle-on-Tyne, St. Hilda's Girls' S.
Goudhurst, Ladies' Coll.
Grange-over-Sands, Moorhurst S., Kent's Bank.
Gravesend:
High S., Woodville.
Milton Mount Coll.
Grays, Essex, Palmer's Girls' S.
Greenock, Girls' High S.
Greenwich, Roan Girls' S.
Grimsby:
Girls' Day S., Abbey Pk. Rd.
Russell House S.
Guernsey, Ladies' Coll.
Guildford, Girls' High S. (C.S.Co.).
Hackney, N.E.:
Lady Holles S.
Pond House S., Lower Clapton Rd.
P.-T. Centre, Pond Rd.
St. Leonards Coll., Amhurst Rd., N.
Halifax:
Girls' Gr. S.
Girls' High S., Bleak House, Lightcliffe.
Girls' High S., Savile Hall.
Ladies' Coll., Savile Pk.
Norfolk Pl. Girls' S.
Ham Common, Surrey, West Heath S.
Hampstead, N.W.:
Allen-Olney S., Crossfield Rd.
Belsize Prep. S., Buckland Crescent, Belsize Pk.
Coniston S., Canfield Gardens.
Mitford House S.
Oakdene S., King Henry's Rd.
Oak Hill House S.
Private S.
St. John's S., King Henry's Rd.
St. Margaret's S., Oak Hill Pk.
St. Mary's Conv. S., England's Lane.
South Hampstead High S. (G.P.D.S. Co.).
Threave House S., Heath Drive.
Tremarth S., Rosslyn Hill.
Wagner House S., Belsize Grove.
Westfield Coll.
Handsworth, Girls' High S., The Hollies, Claremont Rd.
Hanley, Higher-Grade S. (S.D.S., Div. A), Old Hall Street.
Harleston, Norfolk, Waverley House S.
Harley St., W., Queen's Coll. S.
Harpenden:
St. Helena's Coll., Luton Rd.
St. Hilda's S.
Harrogate:
Belmont S., Victoria Avenue.
Dunorlan S.
Elmwood S.
Girls' S., Duchy Court.
Ladies' Coll.
Pembroke Coll., Queen's Parade.
Waldernheath S.
Zetland House Ladies' Coll.
Harrow:
High S.
Southlands S.
Haslemere, Girls' S., College Hill.
Hastings:
Braybrooke Coll.
Cornwallis High S.
Woodside S., St. Helen's Park.
Hatcham, S.E., Haberdashers' Aske's Girls' S.
Haverstock Hill, N.W., Queen's Coll. Girls' High S.
Hawarden, The Elms S.
Hayward's Heath:
Farlington House S.
Priory S.
Trevelyan High S.
Heaton Mersey, Fylde Lodge S.
Helensburgh, N.B., St. Bride's S.
Hendon, Highfield S., Golders Green.
Hereford:
Girls' High S.
Harley House S.
Herne Bay, Walden House S.
Hertford, Christ's Hospital Girls' S.
Heston-Hounslow, W., Nantley House Coll.
Highbury, N.:
Highbury Hill House S. (Home & Colonial Soc.).
High S. (G.P.D.S.Co.).
Highgate, N.:
Channing House S.
Sussex House and Ingleholme S.
The Convent S., Highgate Rd., N.W.
The Grove S.
Hindhead, near Haslemere, Surrey:
Hindhead Girls' S., Brackenhurst.
Lingholt S.
High Wycombe:
County High S.
Godstowe Prep. S.
Wycombe Abbey S.
Hitchin, Girls' Gr. S.
Holborn Estate Girls' S., Houghton St., W.C.
Holland Park, W.:
Norland Place S., Holland Pk. Avenue.
St. Catherine's S.
Holloway, N.:
Clark's Coll. Girls' High S., Carleton Rd., Tufnell Pk.
Notre Dame de Sion Boarding S., Eden Grove.
Honor Oak, S.E., The House of Education, 9 Honor Oak Rd.
Hornsey, N.:
Cecile House S., Crouch Hill.
West Combe House S., Hornsey Rise, N.
Hove:
Addiscombe Coll., Tisbury Rd.
Hillsborough S., Denmark Villas.
St. Aubyn's S., Wilbury Rd.
Hull:
Aston High S., Anlaby Rd.
Girls' High S. (C.S. Co.).
Girls' D. S., 317 Anlaby Rd.
P.-T. Centre, Charlotte St.
The Lodge S., Pearson Avenue, The Park.
Hulme, Manchester, Conv. of Our Lady of Loreto S.
Hunstanton:
Hornsfield S.
Rhianva Coll.
Hythe, St. Mary's Coll., Ursuline Conv.
Ilford:
Glenarm Coll., Coventry Rd.
Hainault House S., Richmond Rd.
Ilford Hall High S., The Drive.
Ilfracombe:
Adelaide Coll.
Hereford House S.
Oxford Pk. Ladies' S.
Ilminster, Girls' High S.
Ipswich:
Conv. of Jesus and Mary S.
Girls' Endowed S.
High S. (G.P.D.S.Co.).
Isleworth, Grimley House Boarding S.
Islington, N., Dame Alice Owen's Girls' S.
Jamaica:
Girls' High S., Kingston.
Hampton Girls' S., Malvern.
Jarrow-on-Tyne, P.-T. Centre, Croft Terrace.
Jersey:
High S.
Ladies' Coll., St. Heliers.
Keighley, Girls' Gr. S.
Kendal, High S. (C.S.Co.)
Kenley, Girls' S.
Kensington:
Conv. of the Assumption S., 23 Kensington Sq., W.
High S. (G.P.D.S.Co.), St. Alban's Rd., W.
Kensington Park High S. (C.S.Co.), Colville Sq., W.
Kensington (South):
Brompton Higher-Grade Bd. S. (S.D.S.), Montpelier St., S.W.
Priv. S., 133 Queen's Gate, S.W.
Roland House S., S.W.
Schools of the Holy Family, 19 West Cromwell Rd., S.W.
Kensington (West):
Froebel Inst. S. and Kindergarten, Talgarth Rd., W.
Queen Eliz. Girls' S., Trevanion Rd., W.
William St. P.-T. Centre, W.
Kew, Bromfield House S.
Kidderminster, Girls' High S.
Kilmalcolm, N.B., St. Columba's S. (G.S.Co.).
Kingsbridge:
Girls' High S.
Twyford House S.

(*To be continued.*)

THE TRAINING OF LITERARY TASTE AND OF THE MOTHER TONGUE.*

By CLOUDESLEY BRERETON.

IT was Fichte, I think, who was once asked by Mme. de Staël to give her a sketch of his philosophical system in a quarter of an hour. I must confess to feeling in a somewhat similar quandary to-day, though my subject is a far less ambitious one than the Transcendental Philosophy. Roughly, I suppose, the subjects involved are those which figure on the school time-table as literature, grammar, and composition. An hour's discussion on the teaching of each of these subjects would scarcely be too long. Fortunately, however, my main function, as one of the openers of the debate, is to start topics rather than to run them to earth; so that, the more fragmentary and imperfect my contribution is, the greater will be the chances of the debate being full and interesting.

Now there appear, speaking broadly, to be two ways of training taste and of teaching the mother tongue. The first is the old classical method, which not only insists that English is best learnt through Latin, but that the teaching of English itself should be modelled on classical lines. It is the method *par excellence* of logical analysis. Every difficulty is picked to pieces and disentangled, every allusion worked out and explained, every grammatical jot and tittle weighed and counted. The unfortunate classical author is covered under a scaffolding of notes, *marginalia*, and critical apparatus. I almost think that Horace, had he foreseen the sorry purposes to which his works have been put, would have chanced the false quantity and rewritten the first line of the last ode of the first book—

Criticos odi, puer, apparatus.

There is little doubt he would have gained the sympathy of the boy. Yet the successful student under this method has something to show for his labour. Thanks to constant translation, he has acquired a certain verbal sensitiveness. But his notions of style in English are limited to a nice choice of words. The tyranny of literal translation too often forbids his rewriting the classical author from an English standpoint. Still more rarely does he rise to the full comprehension of the term "composition." He has so long been studying the individual trees he cannot rise to viewing the wood as a whole. Yet, if he endures to the end—a good many fall by the wayside—he sooner or later has his *Erklärung*, and wakes to the fact that the subject-matter of all his grammatical hacking and hewing is literature; that this elaborate dissection of the anatomy of the language is but one long initiation into the classical spirit. The reverse of Jacob, while he has been serving for Leah he has really gained Rachel. He suddenly finds he has become a citizen of Rome or of Athens *sans le savoir*. He realizes that all the paraphernalia of critical introductions and appendices was mere scaffolding which hid the Temple of Learning, now at length revealed to his mind. If he worked as a mere bricklayer in taking down and rebuilding stone by stone the structure of some classical masterpiece, it was that he might ultimately enter into the secret of the master mason, the architect. By dint of studying the art of expression he ends by admiring the thing expressed. The beauties of applied logic lead him to appreciate the logic of beauty—although with him the workmanship, the technique, is not unlikely to be unduly exalted at the expense of the subject-matter. "Materiem superavit opus." The revelation of the beauties of classical literature opens his eyes to the beauties of his own—though he will have a tendency to prefer work that can be measured up and appraised by the classical ten-foot rule.

But, while the classical scholar may ultimately attain to an excellent understanding of his native literature, his method when applied to its teaching is little short of disastrous for those who are not likely to pass with success through the classical mill.

In order to assault with success certain difficult Latin and Greek authors, the teacher, no doubt, has the right to mount his heavy batteries of criticism, embody the whole army of scholastic sappers and miners who have delved in and dug round the text, and open his parallels of grammatical analogies; but to bring up his lumbering siege train to the attack of certain modern authors, to invest them with all the pomp and solemnity of critical warfare, seems little short of ludicrous; to edit Keats on the same lines as Æschylus is really a solemn farce. There is small doubt that we are suffering at the present time from a plethora, not to say plague, of annotated school editions. I remember one very bad case in which some six and a quarter pages of Milton were muffled up in about a hundred pages of notes, introductions, and excursuses. Never was there a more intolerable deal of sack to the proverbial halfpennyworth of bread. The consequences of such over-editing are disastrous. The pupils, instead of studying the text and its contents, spend the majority of their time in mugging up the snippets of information contained in the notes. To put it in a nutshell, they neglect the picture itself in order to study the heavy frame provided by the editor.

The second method is in many ways the reverse of the first. If the classics are studied, they are either studied for their contents, as in Germany, or for throwing light as well on the mother tongue, as in France. In neither country is the native idiom tortured, as with us, in order to preserve the traces of the foreign medium from which the passage for translation is taken. Moreover, literary appreciation is set down as one of the objects in view of a classical study; whereas in England the average student of classics would find it difficult to formulate the goal of the education he was receiving beyond, perhaps, saying that he was aiming at learning to write good Latin verse and Greek prose. The methods of teaching classics abroad, while naturally insisting on a thorough study of grammar, possess the advantage of being far more like the methods of teaching the native literature, the only great exception being the lesser employment of oral methods, though, thanks to the effects of the New Method in modern language teaching, the reformed teaching of classics by no means neglects this valuable adjunct. Our classical ways of teaching, with their excessive paper work, seem specially devised to create a race of deaf-and-dumb scholars.

The oral side is cultivated from the very earliest stages abroad. Reading and recitation are very carefully looked after. The gabbling of poetry, or the perfunctory reading of prose, so often met with in our classical schools, is never tolerated in France or Germany. The teachers fully believe in Milton's doctrine "that famous speeches got by memory and solemnly pronounc't with right accent and grace (as might be taught) would endue" their pupils "with the spirit and vigour of Demosthenes or Cicero, Euripides or Sophocles." Hence, right up to the very highest class in German schools pieces of German as well as classical poetry have to be committed to heart. Moreover, as soon as the student has obtained some grasp of the subject, the reading of selections and extracts, which dominates too much English education, owing to the excessive practice of unseens in our schools, is greatly restricted. The classical pupil is not fed on steaks from Horace or cutlets from Virgil. Whatever is read is more or less a *whole* in itself, be it a poem or a complete episode from a prose writer. Both French and Germans believe in the theory of

Drink deep, or taste not the Pierian spring.

But not only are unmutilated masterpieces set down for study, but the main aim of the teacher is directed towards bringing out the sense of *unity*, of organic oneness, that pervades them. Instead of picking the selected works into a thousand pieces, and chancing their coming together again in the pupil's mind, he rather tries to show the relation of the part to the whole, and whenever he makes an analysis he is careful after to perform the synthesis. Except in classics, he spends comparatively little time on isolated grammatical analyses. Such as he does make are mainly for the elucidation of the meaning. On the other hand, he fully analyzes the thought-content, which we do in a wooden way by means of paraphrase, and from that standpoint he works back to see how the author's meaning may be best expressed and criticize, if necessary, his mode of expressing it. Continuous paraphrase, such as is practised in English schools, largely consists of the conversion of classical English into Journalese, as the celebrated paraphrase of "Twinkle, twinkle, little star!" into "Coruscate, O coruscate,

* Address delivered at the Bradford Educational Congress, June 30, 1904.

minute constellation in the empyrean!" or of attempts to explain the "obscurum per obscurius" as the well known "What desirest thou" explanation of the Lord's Prayer. Such practices, which are probably highly deleterious from the point of style, are, I think, unknown in Continental schools. Certainly the idea of thus "scrapping" literature as if it were so much old iron would seem repulsive to the French mind. The system of oral *explication* which prevails in the schools consists not merely of explanation, but also of comment. It is really a training in criticism. The pupil learns not merely to elucidate, but to illuminate, the text. This analysis of the content does not merely stop at the subject-matter: it also deals with the construction of the piece under study, be it play, poem, or episode. It further involves a critical study of the characteristics and characters, more especially in the case of the drama. The work under consideration is not so much studied from the point of view of the grammarian as of the writer, the psychologist, and the playwright.

This analysis of the art of construction has a potent effect on the teaching of composition, to which allusion will be made later. While the average boy in our classical schools is apparently learning through interminable grammatical exercises to become perhaps a fifth-rate grammarian, the French or German boy is learning to become a respectable critic and writer in his own language. Few boys have a taste for solving grammatical puzzles; but any one who has seen a high form in France or Germany dissecting the psychology of the hero or heroine in one of the classical dramas will never forget the keenness displayed. Most of the material is worked up in class—you do not find it all cut and dried in the introductory sections of the text-book, as you do in the typical edition of Shakespeare's plays in England. Probably the reason is that the presence of the ready-made biography of Portia or Shylock is due to the probability of its being demanded in some external examinations—surely one of the great reasons why we should modify or abolish these perpetual drags on the progress of English education.

Four other points require special mention. In Germany, at least, the school possesses a very large number of historical and other pictures to explain the numerous points that lend themselves to pictorial illustration in the teaching of literature. Again, in both countries the courses in literature are carefully graded. Young children are not set to break their milk teeth on Shakespeare or its equivalent. Moreover, literary subjects are not infrequently chronologically co-ordinated with the period set for history. To which I would like to add that the co-ordination should also extend as far as possible to the authors read in foreign languages, and more especially I would insist on the desirability of giving the whole curriculum in literature, history, and modern languages a more philosophical cast in the last year of those schools whose pupils stay on till eighteen or nineteen. And, finally, private reading should be encouraged in all classes. Personally I think the entity of the class should always be emphasized. Among other articles of the class furniture should be a list of books displayed which pupils should be advised to read. The list would, in fact, contain two sections, one dealing with books purely optional, and the other with one or two books that would be rapidly read through by the pupils, for which certain periods would be allowed in the school time-table. Pupils should be encouraged to give a general idea of the plot or of some leading episode, or of the character of some principal personage; but insignificant details should be persistently ignored. The list of optional books would include boys' or girls' books of the best type, and a smart teacher who illustrated his points out of the books of the class would provide thereby a great incentive to the members of the class to read the literature they were supposed to know. We have to wage a regular war against snippet literature of the *Comic Cuts* order. Of all types of mind that in which the facts are arranged in the shape of a sand heap seems to me most useless. No doubt many, if not all, the above practices obtain in not a few English schools, and I am but bringing coals to Newcastle or woollen goods to Bradford when urging their adoption here.

As time presses, I will touch but lightly on the teaching of grammar. Let it suffice to say that the two methods reappear in the teaching of the grammar of the mother tongue. Under the first, great importance is attached to the learning of many pages of grammar and the committing to memory of such barbarous terms as "protasis" and "apodosis," which should no longer be mentioned among Christians. I have no wish to decry the value of the teaching of grammar as a logical exercise; but, for many reasons which it is unnecessary to give here, the English grammar seems far less suitable an instrument for logical training than the French or Latin.

Under the other method, grammar is taught largely inductively out of the reading-book. Simple distinctions like the parts of speech and subject, object, and predicate should be taught from the start; but the pupils should learn nothing which they are not likely to apply. A simple grammar should be kept as a reference book, and those parts learnt in it which have already been treated of in the daily lesson. A revision might take place later on, in order to embrace such points as have not been treated in class and to codify and catalogue the pupils' existing stock of grammatical knowledge. In the higher classes, where time permits, the interesting subject of historical grammar might be broached: but here the training required seems not merely to be philological, but also to include a knowledge of simple phonetics.

It is, however, in the teaching of composition that the difference between the two methods is most apparent. The old works up from the simplest form to the compound and complex. It takes words as its starting point, studies the formation of these into sentences, and of sentences again into paragraphs. It rarely gets further. The construction of a simple, harmonious, architectonic whole is beyond its ken. Otherwise, how can one explain the fatuous fallacy that English is best taught through Latin or Greek, which classical advocates are never tired of repeating? One might as well assert that Nature is best seen through coloured spectacles. I do not mean by this to depreciate the value of translation. It is a most valuable aid in teaching pupils to discriminate between *nuances* of thought and in cultivating a delicate sense of shades of meaning; but it is little or no guide to the art of composition proper. The skilful translator is one who reproduces, in a clever mosaic of English words, a pattern taken from, say, a Latin original; but the art of the mosaic layer is not the same as the art of the original designer, any more than the reproductive engraver is the same as the original etcher. Besides, the copying is done on so minute a scale that the English boy generally has no conception of the artistic framework of the poem or book he is translating. To take a concrete instance, in how many classes is a speech of Cicero ever analyzed from the point of view of its composition? But the one incurable drawback connected with translation is that it never teaches a person to think in the language into which he translates, whereas one of the things indispensable to good composition is ability to think directly and freely in the language in which one composes without the intervention of the distorting medium of another language.

Owing to these several drawbacks, the English essay of the average classical boy is often amorphous and invertebrate. It is written in what may be described as the inspiration theory. There is a beginning represented by an awkward plunge *in medias res* of what schoolboys would call the pitch-on-your-chest type. Of middle there is none, unless the whole may be regarded as an undivided middle, and the end comes when inspiration runs dry.

The modern method is in many ways the antithesis of the classical. It recognizes that states of feeling are anterior to isolated words, which are the counters used to express them. Now states of feeling are expressed under the form of statements, commands, or questions. Hence the new method rather begins with phrases and sentences, and works back to words. No doubt there is a place for sentence-building, but, as in modern languages, the phrase, and not the word, should be the *point de départ*. The method starts with two principles: (1) the need of making certain that the pupil has got matter to express; (2) the need of ensuring that he will express it in a coherent fashion. In its opening stages it is largely imitative. It consists in the narration or reading aloud of short stories which the pupil is expected to reproduce first at least orally, and later on in writing, with or without the aid of skeleton summaries on the blackboard. It is most important to insist on the oral side of composition. Speaking should certainly precede or predominate over written work, and this practice of oral narration should be continued right up to the very highest classes. Pupils accustomed from the start to use their organs of speech will feel far less of that *mauvaise honte* which our *quasi*-dumb-and-deaf methods of teaching classics have largely aggravated. It is

indeed curious that so perverted is our present system of education that the ordinary student at the present time finds it distinctly easier to write than to speak, though writing is obviously the more complex mental operation.

Reading and story-telling not only furnish the pupil with the requisite "copy." They also incidentally suggest to him how to arrange his ideas from a chronological point of view. He thereby acquires a sense of true sequence, and quickly learns the need of reproducing incidents in their proper order of occurrence. As in the case of literature, so in composition, the difficulties should be graded. Abstract subjects should, as a rule, be avoided at the start. Pictures that tell their own story might at times be substituted for reading. If free composition is given, it should be on such a subject as a day at school or an excursion. "Ex abundantia cordis os loquitur." It is well to caution a boys' class in treating of such a subject as a day's outing not to devote too much space to the all-absorbing topic of "grub." Their cormorant instincts come out very strong in the description of a picnic. Such warnings are quite unnecessary in the case of girls. At most they commend the cakes at afternoon tea. Personally I am in favour of making a large use of the subject-matter of the author prescribed for literary study when possible. It is the quickest method of acquiring a literary vocabulary, or, rather, phraseology. Not but that composition should not be practised in all subjects, more especially in history, which provides the most effective medium for teaching not merely chronological, but logical, sequence of facts, owing to the perpetual play of cause and effect. Every history examination paper, in addition to the questions whose answers are of the missing word or snippet type, a mere audit of unconnected facts, should contain at least one or two alternative questions which lend themselves to a detailed treatment, and which should carry a large percentage of the marks attainable.

As regards the use of skeletons, I have no objections to the teacher from time to time putting them on the blackboard, provided that the headings have been elicited from the children themselves. Some benefit may also be possibly derived from the skeletons one finds in books. But I consider it most important not to hamper unduly the story-telling instinct which is so strong in children. It seems to me far wiser to take it as a basis—trim it, prune it, and train it—rather than to take one of these ready-made shop-models and ask the child to drape it and clothe it. But the chief use of skeleton-making on the part of the teacher is to lead the pupil up to constructing his own plan of what he is going to say. This is but a concrete application of the principle of observing chronological and logical sequence in his descriptions. It is really astonishing how quickly the French boy learns in these matters to be his own architect, while, even in our higher forms, many boys have not got beyond the Cyclopean style of piling one chunk of information on another.

But the French boy not only learns to design his essay: he also is trained in the equally necessary art of bracing the different parts together by means of suitable transitions. The several steps in essay writing are often taught to the class on what I would call the co-operative plan. A simple subject like "Honesty" is taken. Each member of the class is asked to contribute his views on the subject. These are written up by the teacher on the blackboard, obvious duplicates being identified and omitted. Any "corner-stone" idea that cannot be directly obtained from the pupils is elicited by a leading question. This stage represents the accumulation of building materials. The next operation consists in questioning the class as to the proper order in which the sentences should come and numbering them accordingly. This stage is equivalent to the making of a design; and, lastly, the sentences are put together, and the various particles are inserted to indicate the mental attitude of the writers and the different phrases polished when necessary—a step which corresponds to the process of actual construction. What one wants to insist on is that this formal making of a plan to be shown up with the finished work is obligatory in nearly all French classes, and has certainly the good effect of making the average French boy thoroughly *au fait* with the art of conversation. How widely diffused the knack is may be seen from the fact that even the third-rate and fourth-rate French novel (however weak the contents may be) is generally as well put together as the very best English. In the higher classes the subjects are often directly suggested by the literary discussions that take place in class. Many of them are arranged in the form of letters with such titles as Mme. de Sévigné writes to her daughter to compare the heroine of "The Cid" with the Andromaque of Racine.

No doubt in not a few English schools composition is excellently taught; yet in far too many there is a general failure to recognize that composition is one of the best ways we have of encouraging originality. When shall we change our views of educational economics in England, and regard the child less from the point of view of a *consumer* of knowledge than from that of a *producer* of knowledge? We want to encourage everything in the school which saves and keeps alive the activity and ingenuity of the child, and the art of self-expression seems to me not the least valuable among other means at one's disposal towards the attainment of this most desirable end.

One word in conclusion. The best of methods are only arrangements whereby the teacher is able to get the maximum of efficiency out of his teaching, but the driving power must come from the teacher and the teacher alone. An enthusiastic teacher, however unskilful, will inspire his class with far more literary taste and love of the mother tongue than the best trained teacher who bores his flock *selon les règles*.

"OUR COMPLICATED SYSTEM."

I. CONCERNING THE TEACHING OF ARITHMETIC.

> In view of the great amount of time now required for teaching the various rules connected with our complicated system of weights and measures, this Committee desires to record its unanimous opinion that the interests of education demand the early introduction of a decimal system of weights, measures, and coinage.

THUS reads Paragraph 33 in the report of the Committee of the Mathematical Association appointed to consider the Teaching of Elementary Mathematics. The new regulations of the Oxford and the Cambridge Local Examinations for girls and boys, and likewise those of the Joint Board, must have given rise to a feeling of relief in the minds of many teachers. For the teaching of arithmetic (for examination purposes) is therein relieved of some of its more onerous burdens in the implied promise that the examination papers will not in future contain so many questions on the valueless details of the British weights and measures. At the same time the subject which serves pre-eminently as a discipline towards clear thought and a means of intellectual training—viz., elementary geometry—is not at present reduced to a mere exercise of fingers and memory, which it certainly seemed likely to become.

As regards arithmetic, the regulations inform us that candidates will be expected to know linear measure, with the squares and cubes of the units, avoirdupois weight, measure of capacity (so far as concerns pints, quarts, and gallons), together with the franc, metre, gramme, and litre, their multiples and sub-multiples. So that for the examination candidate, and the teacher, part of the double burden of British and metric systems is removed. For several years past, as a study of the examination papers shows, the examiners have been free to set questions involving any table of relation in the weights and measures belonging, perhaps, to a highly specialized branch of trade—many of them practically obsolete—and have availed themselves of the freedom. At the same time other questions demanded acquaintance with quantities unintelligibly great or unintelligibly small, expressed in the metric units, with often some mammoth translations from the one system to the other.

Undoubtedly the report of the Mathematical Association Committee has had weight with the examining bodies, and the many schools under their jurisdiction may ejaculate: "For this relief much thanks!" But it should be remembered, and some little resentment may tinge the remembrance, that the burden was

quite unnecessary and the faithful bearing of it almost foolish. There was never any intelligent reason or real need for girls and boys to learn the scales of relation in "our complicated system of weights and measures," still less for them to work hundreds of mechanical exercises on them, and, finally, be examined in them. Probably many teachers with some power of initiative, or fortunately placed in schools not examination-ridden, have long recognized this and acted upon it. But the many who necessarily depend for guidance on text-books and examinations have evidently done neither.

It cannot be too plainly insisted upon that the retention of the many tables of weights and measures in connexion with arithmetic is due, first, to the misconception as to the province of arithmetic under which it originally took its place as a school subject; and, next, to the energy and industry of the compilers of the early text-books and the highly imitative faculties of their modern successors. Lastly, the examination system confirmed and stereotyped the tables of weights and measures as convenient material for the simpler processes of arithmetic. In the early days of the teaching of these processes in schools, arithmetic was believed to be a purely mechanical art, like writing, and belonged to the department of the writing master. In those days, too, the multiplication table was a new and interesting tool, easily committed to memory, like the curious tables of relations; and to learn as many of these as possible, to work scores of examples upon them, and to arrive at a certain numerical result corresponding with what was mysteriously known as the "answer" constituted the study of arithmetic. The teacher possessed the collection of "answers," and his office was to seal with approval results submitted by the pupil which coincided with these and to reject those that did not. The method employed was a matter of little moment; the process used—if in any question not explicitly stated—was adopted with a perfectly open mind: if multiplication had not brought about the desired result, try division! We have all read of the arithmetic of the Sixth at Harrow in the fifties, and how a judicious boy could make one problem extend over the term. On its rejection week by week he substituted one process for another in the various stages until often towards the end of term his combination brought about the mystic "answer."

It is, perhaps, due to "our complicated system" in matters other than our weights and measures that the examinations which should have helped to banish mere encumbrances have for years fostered and encouraged their retention. When arithmetic was believed to be a memory exercise, or, at best, a means of developing expertness in mechanical computation, it was to be expected that the tests would be so framed as to advance these. The later recognition of arithmetic as a valuable training in clearness of thought and statement, and even in logical reasoning, has received but little encouragement or impetus from the public examination system. Generations of teachers and of children have believed, like the writers of letters to the newspapers, that weights and measures constitute a part of arithmetic. Now that the fetish is dislodged we shall have to guard carefully lest tables of atomic weights, or of specific gravities of materials, or chemical formulæ, be inserted in their stead.

It is, of course, necessary to know the money table. But so easy is this to accomplish with the aid of self-interest that those who never learnt it at school are in no difficulty on that account in purchasing or in giving or receiving change. None of the other tables, even of those still proposed to be retained, is necessary to ordinary members of the community, whether child or adult. In actual life the few necessary multiples and submultiples of the pound avoirdupois are learned as readily as the name of the establishment where the purchases are made. Because the wholesale dealer in dry goods requires to manipulate prices of tons, and the small retailer prices of ounces, we find boys and girls expected to spend time and energy in futilities of reduction throughout the whole scale, tons to ounces. And similarly with the linear measure. The draper requires the yard and its submultiples; the surveyor or the railway clerk requires the mile and its submultiples. Hence, pupils are asked questions involving the startling transformation known as "bringing inches to miles," or *vice versa*. The need for every one to perform such operations as these is no greater than the need for every one to know the mileage of the London and North Western railway system, or how to find Easter Day for the next hundred years.

Yet it has been assumed that in the ordinary course of school-life all children must become familiar with these varied scales of relation, and to spare them the onerous labour nothing less is required than the adoption of the metric system! It is almost droll to hear it gravely advanced that, *in the interests of education*, "the early introduction of a decimal system of weights, measures, and coinage" is desirable. That such introduction would facilitate international trading operations is a reasonable argument for it, and the advantages may or may not be sufficiently weighty to counterbalance some disadvantages which such a measure may be seen to involve; but it has no concern with "the interests of education," any more than has Esperanto. Both may comprise great convenience and saving of trouble in counting-house and warehouse as far as the clerical labour is concerned; but, whatever may be the difficulties of translating English into foreign languages, surely those of translating the British units of weight and measurement into their Continental equivalents are overrated. In these days of printed "tables" of all kinds of calculations, from prices of butchers' meat to wages and simple interest, has not the highly specialized and mechanical labour of mercantile computation been thought of and planned for? It is an extraordinary perversion of fact to assume that the intricacies of a trader's price-list—indeed, of all traders' price-lists—must be mastered by the younger members of the community in order to perform the simple purchasing operations of ordinary life. It would be as reasonable to pretend that a knowledge of "the use of the globes" is essential to a commercial traveller.

Not but that our British weights and measures are full of interest. Their interest, however, is human and historical; their marshalled units are largely, like those of our Army, *paper* units. Of those in actual use many are subject to variations of local or trade usage; so that their acquirement as "facts" was of purely fictitious value. Had it been otherwise, not one in a hundred of the boys concerned would ever have occasion to use his knowledge—to say nothing of the girls. In our easy acceptance of the "fixed" value of terms often seen in print we readily forget of how modern a date are the "imperial" pint, the "standard" pound, and the "statute" mile. If it be urged that the application of arithmetical processes to the quantities correlated by these varied scales provided excellent surreptitious tests of the knowledge of the multiplication table, it must be conceded that they were not more cumbrous than they deserved to be.

These British units—with their variety of names so unlike the dull prefixes of the Continental system—have, like the words of our language, stirring associations and elements of interest, that often go unsuspected. Their origin and history are part of our national story, and no artificially constructed system could fully compensate for the loss of much besides their practical convenience. But their place in our school system is, perhaps, with scales of notation, where their eccentricities serve to illustrate the superb neatness and simplicity of our system of counting. The combination of the denary scale of numeration with the theory of local value is only just short of perfection. Had it been the duodenary scale instead—but thereby hangs a tale!

When we are able to discard a needlessly minute acquaintance with processes and automatic expertness of calculation in favour of closer attention to reasoning and logical presentment we shall be able to substitute some knowledge of the history of the subject, for a large amount of mechanical work leading nowhere in particular.

It is an illustration of "the complicated system" of our educational methods that, in partly adopting the theory that arithmetic is valueless without reasoning processes, we find retained, at the same time, most of the old mechanical work that entitled it to be called an art, and that justified the old-time governors of Christ's Hospital in their belief that any one could "teach arithmetic to the Petties." But this work used to be carried on at frequent intervals—daily at least; indeed, the comprehensive term "sums" appeared more than once a day on the school time-table. Then, too, no fatiguing demands were made on the mind that operations should be understood, or even stated. Hence, the whole attention could be given to the actual combination of numbers, and, as a result, the calculating faculty worked automatically—as automatically as the hand of a practised writer or the fingers of a skilful pianist. So, understood or not, the results came out "right": *i.e.*, accuracy in

computing was acquired. We have only to read the continually recurring complaint of "inaccuracy" in the reports of examiners to the various public bodies, and to realize that a numerically correct result is the one supreme merit in a candidate's work, to see that the "complicated system" of not being off with the old love before we are on with the new is truly against the "interests of education."

With the crowded time-tables of ordinary schools, the rapid succession of lessons in different subjects, the brief intervals spent upon each, and the almost universal attempt to have some understanding of the truth underlying each operation, it is small wonder that the actual combining of numbers hardly ever becomes automatic; the faculty of mere calculation has no opportunity of becoming trained, still less expert. Of course, concentration can do much; many of the hours formerly spent on arithmetic—like those spent on piano practice—were mere waste. But with young minds ever being pressed on to something new great concentration is impossible; hence one often sees pupils of from fifteen to seventeen years of age obliged to make and sustain distinct mental effort in order to add or multiply quickly. Naturally, as fatigue sets in either reasoning or accuracy suffers deterioration. Judging from the work of candidates said to do well in a public examination, no excellence in reasoning or logical method counterbalances errors in computation. Only quite recently have any reports of examiners recognized misuse or non-use of names of units or dimensions as a flaw. Apparently a result sent up as "551 ft." instead of "551 sq.ft.," and based upon work similarly misstated throughout, is "right"; while the calculation-error that gave "541 sq.ft." instead of the correct numerical result is "wrong."

If we could decide whether we can best sacrifice accuracy in calculation or the training of the logical faculty, the rapid computation of incomprehensible decimals or the clear statement of a reason, we might achieve some excellence in those retained. So, if we could decide whether we will teach a few things well because they are of educative or practical value, and thus develop faculty; or attempt every new subject which has sufficiently noisy advocates, we might prosper exceedingly—with different but indisputable forms of well-being. But such decision seems to imply a previous singleness of aim which has not yet come within the region of practical politics in our educational system.

S. CUNNINGTON.

(*To be continued.*)

OBITUARY.

JAMES STUART LAURIE.

WE have to record the death, at the age of seventy-three years, of Mr. J. S. Laurie, of the Middle Temple, barrister-at-law, formerly Director-General of Public Instruction, Ceylon, and H.M. Inspector of Schools, England. Son of the Rev. James Laurie, Chaplain of the Royal Infirmary, Edinburgh, Mr. Laurie had a long and distinguished educational career. He was entrusted by the Government on various occasions with educational investigations of a special character, being appointed, in succession, Special Commissioner to the African Settlements; Assistant Royal Commissioner, Ireland; and Director General of Public Instruction, Ceylon. Born at Edinburgh, Mr. Laurie completed his studies at Edinburgh, Berlin, and Bonn Universities, and was at an early age selected by Dr. George Combe as resident tutor for the children of Lord John Russell, a position he subsequently held in several distinguished families who have given Cabinet Ministers to the country and Viceroys to India and Canada. It may be mentioned that, on the passing of the notorious Revised Code by Robert Lowe, Mr. Laurie, deeply impressed with a conviction of the stultifying effect that measure would have on the education of the country, at once marked his strong disapprobation by resigning his position as Her Majesty's Inspector of Schools. During the last decade of his life Mr. Laurie devoted himself to combating in the public prints all educational measures which his experience and knowledge convinced him were of a retrograde character. His educational reports to the Government would, if collected, form in themselves a valuable educational library, replete with practical experience and reflection.

CHIPS.

By F. B. KIRKMAN.

THE teacher who cannot keep order is no worse a disciplinarian than he who rules his class by fear, but he is a greater fool.

The teacher who boasts of the iron discipline he keeps either is a brute or assumes brutality to cloak his weakness.

The good disciplinarian is he who has not to keep discipline.

The good disciplinarian is born; the good teacher is made.

No one but an opponent of the training of teachers imagines that it is possible for the trainer to make a good disciplinarian out of one who has not latent in him the requisite qualities. Even a Professor of Education cannot change a man's character in a few months. But it is his duty to make good teachers.

A teacher may be a good disciplinarian in one school and bad in another.

The young teacher who quits the study of the great educators for active work in a school should remember that comparisons are odious.

The all-round efficiency of a teacher cannot be gauged by the amount of his salary, but generally his scholarship can, also his breeding and the cut of his cloth.

If you wish to make your own theories acceptable to the British teacher, preface them by an assault on theories and theorists.

When one teacher hurls at another the epithet "theorist" it may be assumed that their theories do not coincide.

Every teacher is a theorist, for he cannot teach without a method. The reasons why he adopts one method and not another constitute his theory.

Many teachers never formulate their theory: they are the most "practical," and the least progressive.

Any method becomes "practical" after a few trials in the class-room: it is not on that account a good method.

The soundness of the method depends upon the soundness of the theory.

When you are tempted to accept the dogmas of a "practical" teacher on the strength of the twenty years' experience of which he boasts, go and consult on the same point other "practical" teachers of equal experience. The resulting conflict of dogmas will rid you of temptation.

Training of teachers is the best preventive of infallibility.

When one passes from Paris to Oxford or Cambridge, one quits modern methods for mediæval, the teacher for the lecturer, the student for the "pup," research for "reading."

There are three kinds of instructors of youth: first, those who set and hear lessons; second, those (not confined to University dons) who lecture or "make things clear"; third, those who teach, that is, who guide each pupil to create by his own effort a soul of his own.

The existing conditions of school life are adapted to the first two kinds.

No one should, under existing conditions, be trained to *teach* who has not the stomach of an ostrich and the skin of a rhinoceros.

It is an essential condition of educational progress that teachers should have as complete liberty as possible to experiment along different lines of inquiry to a common end. It is from the comparison of many tentative methods that the better method will spring.

But liberty to experiment need not be confused with licence to teach badly.

An intelligent and sympathetic inspector passing from school to school would be in an excellent position to watch the development of the various methods in practice, and would therefore be able, either in person or through the medium of his annual report, to keep each teacher acquainted with the progress achieved by his fellows. Thus freedom of initiative would be combined with co-ordination of result, and much that is now lost by the isolation of individual energy would be at the disposal of all.

The teacher of the morrow will prefer to call himself not "practical" but "scientific"; his opponents will be "unscientific," "empirical," or "merely practical."

An educational theory is wanted that will be the quintessence of the accumulated experiences of the finest wits among generations of scientific teachers.

We shall have these teachers and this theory when once it is realized that man can be made by man and his destiny shaped to the highest ends.

The quality of the intellect of the rising generation depends upon the quality of the instruction given in the class-room; the quality of the instruction given in the class-room depends mainly upon the quality of the teacher who gives it; the quality of the teacher depends upon the possession of native and acquired gifts not usually commanded by the wages of a mechanic and the tenure of a pot-boy.

There is no real hope of any substantial improvement in the conditions under which the teacher works as long as they are left to depend upon the initiative and the generosity of Local Authorities.

It has been said that a nation gets just the quality of education it merits. The English get this, and a little more in charity from the teacher.

When the advance of psychology makes our knowledge of mental process more exact it may have to be admitted that the assumed superiority of a classical education as an instrument of mental discipline is one of the greatest superstitions ever born in the scholastic world.

The strongest existing argument against this assumption is provided by the arguments of its advocates.

We all agree that the end of education is the formation of character; we repeat it *ad nauseam*, but our unanimity vanishes the moment we ask: What character?

The Religious Question of the future will not be how the teaching of conflicting theological dogmas is to be reconciled, but how to meet the wishes of those who do and those who do not believe in the teaching of morality divorced from the supernatural.

It is the boast of the great public schools that the education they give develops the qualities of energy, initiative, and grit. They are tempted to forget that these qualities are common to the just and the unjust.

One effect of the Education Act of 1902 will be to intensify class-prejudice: it leaves us two systems of education without points of contact—on the one hand, the non-local boarding and preparatory schools, plutocratic, exclusive, and dear; and, on the other, the local State-supported elementary and secondary schools, democratic and cheap. There may be contact at the Universities for those who reach this stage; but the experience of Oxford and Cambridge seems to show that it is possible for the "classy" and the "non-classy" to reside in the same college, yet apart.

The better their education, the less will the masses be disposed to accept the situation in which it has pleased the Providence of the classes to place them.

A little popular education is worse than none. The alternative to none is the best; it has become the only alternative.

If there is need in England for good technical institutions in which to teach young men and women how best to employ the hours devoted to business, there is yet a greater and a growing need of institutions in which they may learn how best to employ the increasing hours of leisure that are the gift of democracy.

Production for profit, instead of for use only, defiles education as it defiles everything else.

MR. HERBERT STEAD, Warden of the Robert Browning Settlement, makes an appeal, which we gladly back, for support of a proposed Holiday School for Slum Children on the lines of the Passmore Edwards Settlement Vacation School. Provision for recreation, in the true sense of the word, is urgently needed in Southwark, which is without parks or public playgrounds. Mr. Stead asks for support in cash or kind or personal service. We are confident that some of our readers will be able and willing to aid. They should communicate with the Warden, Robert Browning Settlement, Walworth, S.E.

TEACHERS' GUILD NOTES.

[*By a resolution of the Council, of June* 19, 1884, "The Journal of Education" *was adopted as the medium of communication among members of the Teachers' Guild; but* "The Journal" *is in no other sense the organ of the Guild, nor is the Guild in any way responsible for the opinions expressed therein.*]

AT the Council Meeting on July 16 the preliminary arrangements for a second Joint Conference of Educational Associations, on the lines of the Conference held last January in the City of London School, were settled. It was decided to make an endeavour to secure the co-operation of the participating bodies in the former Conference, and of several others, some of which sought to be represented in it. The time selected for the meeting was the week after Easter week, 1905, and, as Easter falls conveniently for all schools next year, that date, the end of April or beginning of May, should prove very suitable both as to weather and as to holidays. Four provincial centres where the Guild has Branches were chosen to be approached in a certain order with a view to holding the meeting in one of them. The programme selected was one of immediate present interest, viz., "Impending changes in education consequent on recent legislation," to be treated under four heads: (*a*) the curriculum of secondary schools with leaving age sixteen years as affected by the new Board of Education Regulations; (*b*) the relation of Pupil-Teacher Centres to secondary-school provision; (*c*) the education of boys and girls to the age of twelve years; (*d*) co-education. It should be noted that head (*d*) is not meant to be treated in the abstract or on the broad question of its desirability, but in relation to the practical possibilities of secondary-school supply.

It is intended that a General Conference of the Guild should occupy the next day or two days after the Joint Conference in the same centre. In such a case the programme of this second Conference will be purely pedagogic.

THE Council of the Guild, and many other educational bodies—Universities and Associations—will have an important piece of work to do so soon as the summer holidays are over, in considering and criticizing the suggestions submitted to the Board of Education by the Consultative Committee for a system of school certificates. This is a matter which the Guild has long had at heart, mainly through the strong desire felt by many of its members that something should be done to reduce the multiplicity of entrance examinations to the various professions and semi-professions. These, by their conditions, render it impossible for boys working for the different examinations to be taught together, and deprive them of regular class instruction during their preparation. The Board express no view "as to the desirability or feasibility of the proposals," and "are not committed to any action in the matter." The Council of the Guild have already had the benefit of learning the general views on the subject of Central Guild members in London through the reports of the discussions held in the Sections on the London University Leaving Certificate scheme.

The suggestions of the Consultative Committee are classified under the following heads:—(1) General, (2) Organization of Examinations, (3) Means for preserving Uniformity of Standard, (4) Conduct and Method of Examination, (5) Nature of Certificates. They include the recommendation of recognized examining bodies, Universities, acting with or without the co-operation of the Local Authorities, of periodical inspection of schools presenting candidates and communication of the school course of studies to the examining body, the establishment of a Central Board, the co-operation of the school in the examination, the presentation of a pupil's record and report, the holding of an oral examination invariably in the case of modern languages, the examination in books used in the school and in "unseens," without the naming of special books, in all language examinations, and the classification of certificates as Senior and Junior.

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MATRICULATION, JUNE, 1905.			
Morning Class	,,	18 18 0	5 15 6
Evening Class	,,	7 7 0	2 2 0
INTER. ARTS.			
Afternoon Class ...	Mon., Oct. 3.	16 16 0	5 5 0
Evening Class	,,	9 9 0	2 2 0
INTER. SCIENCE.			
Day Class	,,	19 19 0	6 6 0
Evening Class	,,	11 11 0	3 3 0
PRELIM. SCI. (M.B.).			
Day Class (January)	Mon., Sept. 19.	12 12 0	5 15 6
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SOUTH COAST.—Successful SCHOOL FOR GIRLS. 17 Boarders, 19 Day Pupils. Income nearly £1,000. Rent of fine detached house £110. Terms of sale moderate.—No. 8,574.

SUSSEX (Seaside).—DAY SCHOOL FOR GIRLS. 40 Pupils, realizing about £400 per annum. Rent of detached house specially built for the School £60 only. Goodwill £100.—No. 8,575.

NEAR LONDON.—For Disposal, one of the most successful SCHOOLS FOR GIRLS (with KINDERGARTEN DEPARTMENT). Income about £1,100 to £1,200. Number of Pupils nearly 100, including 6 Boarders. Exceptionally fine premises. The School Hall will seat 400 persons. Goodwill by capitation fee.—No. 8,448.

WEST OF ENGLAND.—Successful BOARDING AND DAY SCHOOL FOR GIRLS. 60 Pupils, all at fairly good fees. Price for goodwill, premises, and furniture only £2,000 to £3,000. Splendid opportunity.—No. 8,563.

LONDON, S.W.—SCHOOL FOR GIRLS, BOARDING AND DAY. Income £700. Number of Boarders 5, and 35 Day Pupils. Conducted by present owners 33 years. School Recognized and Registered. Price for goodwill £200.—No. 8,552.

LONDON.—BOARDING AND DAY SCHOOL FOR GIRLS.—30 Boarders, 60 Day Pupils. Net profits nearly £500. Rent £130. Price for goodwill and valuable household and school furniture £1,200.—No. 8,455.

MIDDLESEX.—BOARDING AND DAY SCHOOL FOR GIRLS. Income about £700. Number of Boarders 13, Day Pupils 53. Rent of excellent house, with nice garden, all necessary accommodation, £115. Goodwill and all furniture necessary for carrying on the School £500 only, or a Partner would be received.—No. 8,451.

YORKS.—Successful DAY SCHOOL. About 80 Pupils. Income about £800. Moderate rent. Exceptional opportunity. Goodwill £300.—No. 8,467.

KENT (Seaside).—Successful Middle-class BOARDING SCHOOL FOR GIRLS. About 35 Pupils. Income £1,200 to £1,300 per annum, or thereabouts. Splendid premises. £120 always realized by letting same in Summer. Property of vendor. Price for goodwill only £250.—No. 8,454.

SUSSEX (Seaside).—PARTNERSHIP is offered in a first-class SCHOOL FOR GIRLS in one of the most favourite towns on the South Coast. Income about £2,000. 20 Boarders, 25 Day Pupils. Capital required about £800, or less for one-third share. The Partner must be well qualified.—No. 8,558.

SURREY (near London).—First-class DAY SCHOOL FOR GIRLS. 17 Pupils, bringing in about £750 per annum. Splendid premises. Goodwill only £250. Splendid locality.—No. 8,452.

YORKS. (Seaside).—GIRLS' BOARDING AND DAY SCHOOL. 2 full Boarders, 3 Weekly, 35 Day Pupils, and several Music Pupils. Rent only £55; but £30 can be made by Summer letting. Goodwill only £175. Some furniture at valuation.—No. 8,559.

LONDON, N.W.—Superior DAY SCHOOL FOR GIRLS. Gross receipts past year about £700. There are 2 Boarders and 44 Day Pupils. Price for goodwill and valuable household and school furniture £500.—No. 8,468.

N.B.* — *A* complete *list of Girls' or Boys' Schools and School Partnerships for sale, will be forwarded to intending Purchasers on application.

Messrs. GRIFFITHS, SMITH, POWELL & SMITH'S charge for valuing the goodwill of a School or Partnership from statement is One Guinea.

Messrs. GRIFFITHS, SMITH, POWELL & SMITH, having had many years' experience in the transfer of Schools, are able to advise and materially assist vendors and purchasers in their respective negociations in regard to a Sale or Purchase.

43 AND 45 HARLEY STREET, CAVENDISH SQUARE, W.

QUEEN'S COLLEGE FOR LADIES.

Founded 1848.

Patron—HER MAJESTY THE QUEEN.

Principal—THE REV. T. W. SHARPE, M.A., C.B.

The chief aim of the College is to give a broad education up to the age of 19. The College Course supplies at the same time a complete preparation for students who desire to do advanced work in special branches of learning, either in the College or elsewhere.

Professors of University distinction deliver Lectures (entailing private reading) in Theology, in English and Foreign Literatures, and History, and conduct Classes in Modern and Ancient Languages, in Arts, and in Sciences.

Pupils can reside with Miss WOOD, at 41 Harley Street.

Fees for Compounders, 8 to 10 guineas the Term.

Terms for separate courses, and other particulars, can be obtained from Miss CROUDACE, Lady Resident.

QUEEN'S COLLEGE SCHOOL FOR GIRLS UNDER 14.

Lady Superintendent—Miss C. G. LUARD.

Fees 4 to 6 guineas.

ST. MARY'S COLLEGE,

PADDINGTON, W.

TRAINING COLLEGE

(attached to High School and Kindergarten).

Recognized by the Board of Education as a Training College for Secondary Teachers.

Principal—

Miss J. L. LATHAM,

Girton College, Cambridge, Mathematical Tripos, Class II., Oxford University Diploma in Teaching.

Students prepared for the London or Cambridge Teacher's Diploma.

Practice in Secondary and Board Schools.

All London advantages. Hostel for Students at 32 Warrington Crescent, W.

Head of Hostel—

Miss BEATTIE, Oxford Hon. History Schools.

Fees Sixty Guineas per annum.

Apply—PRINCIPAL.

NORTHAMPTON INSTITUTE CLERKENWELL, LONDON, E.C.

ENGINEERING DAY COURSES IN MECHANICAL, ELECTRICAL, AND HOROLOGICAL ENGINEERING.

FULL DAY COURSES in the Theory and Practice of the above subjects will commence on Monday, October 3rd, 1904. Entrance examination on Wednesday and Thursday, 28th and 29th September. The Courses for Mechanical and Electrical Engineering include periods spent in commercial workshops and extend over four years. They also prepare for the degree of B.Sc. in Engineering at the University of London. Fees for either of these Courses £15 per annum.

In Horological Engineering and Watchmaking special attention is paid to the principles and design of automatic machinery and methods for cheapening production, and in the Session 1904-5 there will be advanced courses.

DAY COURSES IN TECHNICAL OPTICS AND IN ARTISTIC CRAFTS.

Full and also partial day courses are held in these subjects. Those in Technical Optics cover all branches of optical work, whilst in the Artistic Crafts Department instruction is given in goldsmiths' and jewellers' work, in all kinds of silversmiths' work and of artistic metal work in precious and other metals.

Full particulars as to fees, dates, &c., and all information respecting the work of the Institute, can be obtained at the Institute or on application to

R. MULLINEUX WALMSLEY, D.Sc.,
Principal.

KELLAND COLLEGE, LEICESTER.

TEACHERS fully qualified for Registration under Column B. Preparation for Kindergarten Diplomas, Oxford Locals (including Higher Local for Women), Kensington Sciences, Royal Academy Music, Physical Culture, French, and German. Special opportunities for Technical Instruction, Art Needlework, Woodwork, &c. Teaching Practice in large high-class School attached to the College and **recognized by Board of Education** for purposes of §§ 3 (3) and 4 of Teachers' Registration regulations. Fees 45 guineas. Apply—PRINCIPAL.

LONDON COUNTY COUNCIL.

TRAINING OF TEACHERS FOR SECONDARY SCHOOLS.

A POST-GRADUATE COURSE for the Training of Teachers for Secondary Schools is conducted under the direction of the London County Council at the London Day Training College. The Course is confined to Students who have taken a University Degree or passed examinations equivalent to those required for a Degree. The next Course will commence in October, 1904. The fee for the year's Course is £20. In the case of Students who reside within the County of London, the London County Council is prepared to remit the fee in special cases if it is satisfied that Students are unable to go through the Course without financial assistance. The Lectures and Practical Work are arranged under the general supervision of Professor ADAMS, the Principal of the College, 9 Southampton Street, High Holborn, W.C., to whom early application should be made by intending Students.

G. L. GOMME,
Clerk of the Council.

BATTERSEA POLYTECHNIC, S.W.

TRAINING SCHOOL OF DOMESTIC ECONOMY.

Head of School—Miss MARY MARSDEN.

Students trained as Teachers of Cookery, Laundry-work, Housewifery, Dressmaking, Needlework, and Millinery. London County Council Scholarships for training Teachers of Domestic Economy tenable at the School.

The full Course extends over two and one-third years, and includes Theory of Education, Chemistry, Cookery, Laundry-work, Dressmaking, Needlework, Housewifery, Hygiene, First Aid, Elocution, Blackboard Drawing. Special Courses for the Training of Housewives and for Ladies preparing for Colonial life. Prospectuses obtainable on application to the PRINCIPAL. SIDNEY H. WELLS, *Principal.*

THE UNIVERSITY OF LEEDS.

DEPARTMENT FOR THE TRAINING OF TEACHERS.

A COMPLETE Course of Training in the Theory and Practice of Education is provided in preparation for the Teachers' Diploma of the University of Leeds for Teachers in Secondary Schools. Full particulars can be obtained on application to the REGISTRAR of the University.

MEDICAL SCHOOLS.

ST. MARY'S HOSPITAL MEDICAL SCHOOL,

PADDINGTON, W.

(UNIVERSITY OF LONDON.)

The WINTER SESSION will begin on OCTOBER 3rd, when an Introductory Address will be delivered by Professor A. E. WRIGHT, Lecturer on Pathology in the Medical School.

The HOSPITAL is close to Paddington Station (G.W. Ry.), Marylebone (G.C. Ry.), Edgware Road and Praed Street (Met. & Dist. Ry.), and Lancaster Gate Cent. Lond. Elect. Ry.).

CLINICAL PRACTICE.—All Dresserships and Clerkships (In-patient and Out-patient) are of four months' duration, so that each Student serves as Surgical Dresser and Medical Clinical Clerk for a period of eight months, besides holding office in the various Special Departments.

The Resident Medical Officers (18 annually) are appointed by Competitive Examination, each appointment being of six months' duration.

ENLARGEMENT OF THE HOSPITAL.—With the opening of the New Wing, now almost completed, the number of beds will be increased to 350, and two additional Operating Theatres, a Clinical Theatre, an enlarged X-Ray Department, and new Clinical Laboratories will be provided.

UNIVERSITY COURSES.—The Medical School, as one of the Schools of the University of London, provides complete Courses for its Medical and Surgical Degrees under recognized Teachers of the University.

SPECIAL TUITION is also provided for the Medical Examinations of the Universities of Oxford, Cambridge, and Durham, for the Primary and Final F.R.C.S., and for the D.P.H.

ENTRANCE SCHOLARSHIPS. — Four Open Scholarships in Natural Science, value £145 to £52. 10s., and two University Scholarships, value £63 each, will be competed for on September 20th and 21st next.

Calendar and full particulars on application.

H. A. CALEY, M.D., F.R.C.P., *Dean.*
B. E. MATTHEWS, B.A., *Secretary.*

ST. BARTHOLOMEW'S HOSPITAL AND COLLEGE.

(UNIVERSITY OF LONDON.)

The WINTER SESSION will begin on Monday, October 3rd, 1904.

Students can reside in the College within the Hospital walls, subject to the Collegiate regulations.

The Hospital contains a service of 750 beds. Scholarships and Prizes of the aggregate value of nearly £800 are awarded annually.

The Medical School contains large Lecture Rooms and well-appointed Laboratories for Practical Teaching, as well as Dissecting Rooms, Museum, Library, &c.

The Club Ground of the Students' Union (ten acres) is at Winchmore Hill, within easy reach of the Hospital.

For further particulars apply, personally or by letter, to the WARDEN of the College, St. Bartholomew's Hospital, E.C.

A Handbook forwarded on application.

THE MIDDLESEX HOSPITAL MEDICAL SCHOOL.

(A SCHOOL OF LONDON UNIVERSITY.)

The WINTER SESSION 1904-5 will open on Monday, October 3rd, at 3 p.m. Mr. F. J. WETHERED, M.D., F.R.C.P., will give an Introductory Address, after which the prizes gained during the previous year will be distributed by His Serene Highness Prince FRANCIS OF TECK.

The ANNUAL DINNER of the Past and Present Students and their friends will take place the same evening at the Trocadéro at 7 o'clock, Dr. SIDNEY COUPLAND in the Chair.

HOSPITAL STAFF AND LECTURERS.

Consulting Physicians—Dr. Cayley, Dr. S. Coupland, Sir R. Douglas Powell, Bart., M.D.
Physicians—Dr. J. K. Fowler, Dr. W. Pasteur, Dr. W. E. Wynter.
Physician to Out-Patients—Dr. A. F. Voelcker.
Assistant Physicians—Dr. F. J. Wethered, Dr. H. C. Thomson, Dr. R. A. Young.
Obstetric Physician—Dr. W. Duncan.
Assistant Obstetric Physician—Dr. Comyns Berkeley.
Consulting Physician to the Skin Department—Dr. Robert Liveing.
Physician to the Skin Department—Dr. J. J. Pringle.
Consulting Surgeon—Mr. Nunn.
Surgeons—Mr. Henry Morris, Mr. Andrew Clark, Mr. A. Pearce Gould.
Surgeons to Out-Patients—Mr. J. Bland-Sutton, Mr. J. Murray, and Mr. T. H. Kellock.
Ophthalmic Surgeon—Mr. William Lang.
Aural Surgeon—Mr. Stephen Paget.
Dental Surgeon—Mr. W. Hern.
Assistant Dental Surgeon—Mr. W. S. Nowell.
Other Lecturers—Dr. P. Thompson, Dr. Kellas, Dr. W. J. Mickle, Dr. Crombie, Dr. A. G. R. Foulerton, Dr. J. S. Goodall.

The Hospital contains 340 beds. There are special Departments for Cancer, Diseases of Women and Children, Diseases of the Eye, Skin, Throat, and Ear, and for cases requiring Electrical Treatment.

There are 18 Resident Clinical Appointments open to Students of the Hospital annually.

TWO OPEN ENTRANCE SCHOLARSHIPS, value £100 and £60, will be competed for on September 22nd, 23rd, and 24th; and ONE ENTRANCE SCHOLARSHIP, value £60, in Anatomy and Physiology, open to Oxford and Cambridge Students only, on September 20th, 21st, and 22nd. Notice in writing to be sent to the DEAN on or before September 12th.

Composition fee, 135 guineas; or by three yearly instalments of 60 guineas, 50 guineas, and 35 guineas.

Special terms are made in favour of University and other Students who have already commenced their Medical studies, and of University of London Students who have passed the Preliminary Scientific Examination.

The Hospital and Medical School are fully equipped for the Theoretical and Practical Teaching of all the subjects included in the Examinations in Medicine and Surgery in the United Kingdom, and for the Diplomas in Public Health; and ample laboratory and class-room accommodation is provided for the teaching of the various subjects of the curriculum and for original research in Medicine, Pathology, or Bacteriology.

The Residential College, adjoining the Hospital, provides accommodation for 30 Students.

For further information apply to

J. MURRAY, M.B., F.R.C.S.,
Dean.

WESTMINSTER HOSPITAL MEDICAL SCHOOL (UNIVERSITY OF LONDON),

CAXTON STREET, S.W.

The WINTER SESSION begins on Monday, October 3rd, 1904.

The Hospital and School are situated within easy reach of Victoria, Charing Cross, and three Metropolitan District Railway Stations.

The Hospital Wards are open to Students daily between the hours of 10 a.m. and 5 p.m., when Clinical Instruction is given by the Physicians and Surgeons; and the treatment of Out-Patients (of whom about 25,000 are seen annually) is presented to their notice daily. The School is open from 9 a.m. to 5.30 p.m. It is fully equipped for all the necessary Courses of Lectures, and for Laboratory Instruction.

ENTRANCE SCHOLARSHIPS.

In April and September, Scholarships are offered for competition of the aggregate value of £590. The next Examination will be held on September 20th and 21st.

HOSPITAL APPOINTMENTS.

Fourteen Officers of the Hospital are selected annually from among those Students who have passed their Final Examination.

FEES.

Students entering for the full curriculum, 110 guineas.
Students entering on completion of one year of Medical study, 90 guineas.
Students entering on completion of Anatomical and Physiological studies, 70 guineas.
Dental Students, 50 guineas.

These fees include the subscription for membership of the Clubs' Union, which consists of Athletic, Cricket, Football, Swimming, and Tennis Clubs, a Students' Club, and a Debating Society.

Further particulars are to be found in the School Prospectus, a copy of which can be obtained from the DEAN.

Telegrams—"Clinic, London."
Telephone—Victoria, 765.

ST. THOMAS'S HOSPITAL,

ALBERT EMBANKMENT, S.E.

(UNIVERSITY OF LONDON.)

The WINTER SESSION will commence on October 3rd.

The Hospital occupies one of the finest sites in London, and contains 602 beds, of which about 540 are in constant use.

Entrance and other Scholarships and Prizes (26 in number), of the value of more than £500, are offered for competition each year.

Upwards of 60 resident and other appointments are open to Students after qualification.

A Students' Club forms part of the Medical School buildings, and the Athletic Ground, nine acres in extent, situated at Chiswick, can be reached in 40 minutes from the Hospital.

A prospectus, containing full particulars, may be obtained from the Medical Secretary, Mr. G. RENDLE.

J. H. FISHER, B.S. Lond.,
Dean.

THE MARIA GREY TRAINING COLLEGE FOR WOMEN TEACHERS

offers a full course of Professional Training to Ladies who desire to become Teachers in Secondary Schools or in Kindergartens. For all particulars as to qualifications for entrance, terms, Scholarships, Hall of Residence, &c., apply to the Principal, Miss ALICE WOODS, at the College, Salusbury Road, Brondesbury, London, N.W. The Gilchrist Travelling Studentship (value £60) for Women Teachers will be awarded by the Council of this College in December, 1904. For conditions of award apply to the PRINCIPAL of the College.

BRASENOSE SCHOOL, STAMFORD, LINCOLNSHIRE.

PREPARATION for Teachers' Diploma, London Matriculation, Inter. Arts and Science, Cambridge Higher Locals, Royal Academy Music, Royal Drawing Society, Modern Languages. Teachers fully qualified for Registration and Teaching Practice in large School, recognized by the Board of Education. Fees moderate and inclusive. Apply—Miss A. M. KELLETT, L.L.A

BIRKBECK COLLEGE,

BREAMS BUILDINGS, CHANCERY LANE, E.C.

DAY AND EVENING CLASSES.

New Session commences 3rd October.

UNIVERSITY OF LONDON.—Complete Courses for all the Examinations for Arts and Science Degrees.
SCIENCE CLASSES in every Branch, with Practical Work. Well equipped Laboratories for Chemistry, Experimental Physics, Zoology, Geology, Botany, and Metallurgy.
LECTURES on Political Economy, Commercial Geography, Commercial and Common Law, Bankruptcy, Equity and Conveyancing, Logic, Psychology, and Ethics.
CLASSES in Latin and Greek, French, German, Spanish, Russian, Dutch, and Italian, English and Commercial Subjects.
CONJOINT BOARD LECTURES and Practical Work in Chemistry, Physics, Biology, and Practical Pharmacy.
SCHOOL OF ART (Day and Evening).—Drawing, Painting, Designing, Modelling, Life, Wood Carving.
CIVIL SERVICE.—Assistant Surveyor of Taxes, &c.

Prospectus free. Calendar, 6d. (by post, 8d.).

UNIVERSITY COLLEGE SCHOOL, LONDON.

(GOWER STREET, W.C.)

Head Master—H. J. SPENSER, M.A., LL.D.,
St. John's College, Cambridge.

MICHAELMAS TERM begins Wednesday, September 21st.

The School is organized as a First Grade Modern and Classical School, with Higher Commercial, Science, and Engineering Departments.

For Prospectus apply to

W. W. SETON, M.A.,
Assistant Secretary.

ROYAL HOLLOWAY COLLEGE.

(UNIVERSITY OF LONDON.)

The MICHAELMAS TERM begins on October 3rd, 1904. The College prepares Students for the London Degrees in Science and Arts, and for the Oxford Honour Examinations.

Ten Entrance Scholarships, from £50 to £60 a year, tenable for three years, will be offered for competition in July, 1905.

For further particulars apply to the SECRETARY, Royal Holloway College, Englefield Green, Surrey.

UNIVERSITY OF ST. ANDREWS.

Rector—ANDREW CARNEGIE, LL.D.

Principal—
JAMES DONALDSON, M.A., LL.D.

OPENING OF SESSION, 1904–1905.

UNITED COLLEGE.

(ARTS, SCIENCE, AND MEDICINE.)

This College will be formally opened on Friday, 7th October, and the Winter Session will begin on Monday, 10th October.

The Preliminary Examinations, with which the competitions for Bursaries are combined, will commence on 23rd September. Schedules of application for admission will be supplied by the SECRETARY up to 10th September.

There are forty-one Bursaries vacant (five of which are open to second-year Students and one to fourth-year Students only) ranging in value from £40 to £10. Of these twenty-two are tenable by men only, fifteen (including fourteen which are restricted to Students who intend to enter the Medical Profession) by women only, and four (including two Spence Bursaries, of the value of £30 each the first year of tenure and £40 the second year, and a Malcolm Bursary, restricted to Medical Students, of the annual value of £25 for five years) by either men or women.

Grants not exceeding £20 each may be assigned to Students (men or women) during their fourth year who wish to take a Degree with Honours.

In the course of the Session nine Scholarships will be competed for, five of which are open to both sexes. They range in value from £80 to £50.

ST. MARY'S COLLEGE.

(DIVINITY.)

This College will be opened on Monday, 10th October. The Examinations for Bursaries will be held on 7th and 8th October. Intimation of candidature is not necessary. There are seven competitive Bursaries vacant, ranging in value from £40 to £6. At the close of the Session one Scholarship of £80, one of £21, and one of £14, will be open to competition.

The Classes are open to Students of both sexes, and include Latin, Greek, English, French, German, Hebrew, Syriac, Sanskrit and Comparative Philology, Logic and Metaphysics, Moral Philosophy, Political Philosophy, Political Economy, Education, Mathematics, Applied Mathematics, Natural Philosophy, Chemistry, Zoology, Botany, Geology, Agriculture and Rural Economy, History, Ancient History, Physiology, Anatomy, Systematic Theology, Biblical Criticism, and Church History.

Specimen Examination Papers and full particulars respecting the Courses of Instruction, Fees, Examinations for Degrees, &c., will be found in the *Calendar of the University*, published by Messrs. WILLIAM BLACKWOOD & SONS, 45 George Street, Edinburgh.

A general Prospectus for the coming Winter Session, as well as detailed information regarding any department of the University, may be obtained on application to the SECRETARY.

ANDREW BENNETT,
Secretary.

University of St. Andrews,
August, 1904.

LIVERPOOL GYMNASIUM,

MYRTLE STREET.

(The finest in the world.)

PHYSICAL TRAINING DEPARTMENT.

For Ladies as Medical Gymnastic Teachers, and Sports Mistresses for Schools and Colleges.

Lady Director—IRENÉ M. MARSH, N.S.P.E.

Qualified Teachers for all Branches.

A THOROUGH training is given in the British, Swedish, German, and American systems. The course is both Theoretical and Practical, and of two years' duration.

Subjects taken:—Anatomy, Physiology, Hygiene, Myology, Massage, Ambulance, Sick Nursing, Medical Gymnastics, Treatment of Diseases and Deformities which can be cured by movements and manipulations.

Educational Gymnastics, Drilling, Fencing, Rowing, Swimming, Games (Hockey, Cricket, Badminton, Hand-ball, Goal-ball, Tennis, &c.), Horse-riding, and Cycling.

Opportunity for Class Teaching is afforded in the numerous classes of children and adults visiting the Gymnasium daily. (Over 300 Pupils.)

DIPLOMAS GRANTED.

House of Residence for Students, 110 Bedford Street, S. For prospectus apply to the LADY DIRECTOR.

The GYMNASTIC TEACHERS' INSTITUTE.

Members of the Institute are **trained Teachers** of Gymnastics, Calisthenics, Fencing, &c., who have passed the Institute's Examination.

Students are **trained** as Teachers and for the Institute's Examinations.

Classes for Members' Practice in Gymnastics, Calisthenics, &c., are held during the Summer months, and **Lectures** on subjects relating to Gymnastics and Physical Education given, and there is a **Library** of Books of reference on subjects relating to Physical Education.

For particulars apply to the Hon. Secretary, MR. T. WILLIAMS, 19 TEMPERLEY ROAD, BALHAM, S.W.

PRINCIPALS OF COLLEGES AND SCHOOLS requiring TRAINED and CERTIFICATED TEACHERS of Drill, Gymnastics, Calisthenics, &c., or HEALTH MISTRESSES, should apply to the Hon. Secretary.

BEDFORD PHYSICAL TRAINING COLLEGE.

LING'S SWEDISH SYSTEM.

Principal—MISS STANSFELD
(Vice-President of the Ling Association of Gymnastic Teachers, Teacher of Gymnastics in the Cambridge Teachers' College, Froebel Educational Institute, Bedford Kindergarten College, Bedford High School, &c.).

The object of the College is to train Students to enable them to become Teachers of Gymnastics and Games in Schools.

The Course of Training extends over two years, and includes the Theory and Practice of Gymnastics on the Swedish System, Massage and Medical Gymnastics, Anatomy, Physiology and Hygiene, Dancing, Fencing, Lacrosse, Lawn-tennis, Hockey, and Cricket.

An educational centre like Bedford affords special facilities for practice in Teaching and professional coaching in Games. Swimming and Boating in the summer.

There is an increasing demand for Teachers thoroughly trained on this system.

For Prospectus apply—37 Lansdowne Road, Bedford.

SOUTH-WESTERN POLYTECHNIC,

CHELSEA, S.W.

PHYSICAL TRAINING COLLEGE.

Students are trained by Miss DORETTE WILKE and qualified Assistants to become Teachers of Physical Training on scientific principles. The Course includes the study of Physiology, Anatomy, Chemistry, Hygiene, Theory of Movements, the Practice of Gymnastics (Educational and Curative), Dancing, and Games, and extends over a period of two to three years.

FEE 12 guineas per term.

HOME TRAINING FOR WOMEN.

This Course gives thorough training in Cookery, Housewifery, Needlework, Dressmaking, Laundry Work, and Household Accounts. Students attending the Course for six months may obtain a Housewife's Certificate.

FEES from £3 to £6 per term.

Detailed Prospectus can be obtained from the SECRETARY, price 3½d. by post.

SOUTHPORT PHYSICAL TRAINING COLLEGE.

The most perfectly appointed institute in the country for Physical Training.

Beautifully situated close to the Sea.

President—Vice-Admiral Lord CHARLES BERESFORD, K.C.B.

Principals:
A. ALEXANDER, F.R.G.S. (Late Director L'pool Gym.), Mrs. ALEXANDER, and assistants.

Lecturers—G. RHUNHART ANDERSON, Esq., F.R.C.S.; DAVID MACDONALD, Esq., M.D.; Rev. W. FIELD, M.A. (Camb.), University Examiner.; Mrs. MARY E. RYE, M.B. (Lond.).

Objects: To train Ladies as Scientific Teachers of Physical Education. All branches and systems taught, including Outdoor Games, Swimming, Fencing, and Medical Gymnastics. Gold and Silver Medals, with Diplomas, awarded to successful students. References permitted to Lord Kinnaird; Dean of Norwich; Right Hon. H. J. Gladstone, M.P.; Hon. and Rev. E. Lyttelton, D.D. Colleges and Schools supplied with qualified teachers. The following have recently obtained trained teachers from the S.P.T.C.:—The Ladies' College, Cheltenham; The Ladies' College, Jersey; Ladies' College, Craigmount, Edinburgh; Kent College for Girls; Penrhôs College, Colwyn Bay; Queenwood, Eastbourne; The Datchelor Schools, Camberwell; Victoria College, Belfast; Queen Anne's School, Reading; Endcliffe, Eastbourne; Ladies' College, Durban; Royal School for Officers' Daughters, Bath; High Schools and Colleges at Norwich, Gt. Yarmouth, Ipswich, Nottingham, Scarborough, Harrogate, and others.

For further particulars apply to the SECRETARY.

THE ANSTEY PHYSICAL TRAINING COLLEGE FOR WOMEN TEACHERS provides a full Course of Instruction in Swedish Educational Gymnastics, Medical Gymnastics, and Massage, the aim being to send out Trained Teachers with increased health and bodily vigour, mental strength, and moral power.

To spread a knowledge of Physiology and the Laws of Health.

To teach Gymnastics, Outdoor Games, Dancing, Swimming, and other forms of Physical Exercise in Schools, Colleges, and Health Establishments.

To treat cases of Spinal Curvature, Round Shoulders, Flat Chest, Flat Feet, Anæmia, Imperfect Digestion, and many ailments affecting Children, Schoolgirls, and Women which can be cured or improved by scientific movements, exercise, and hygienic treatment.

This is a most attractive vocation for Educated Women, and there are plenty of good openings for those trained at this College. Students are almost always engaged before finishing the Course.

Apply for further particulars to the Principal, Miss ANSTEY, The Leasowes, near Halesowen, Worcs.

THE LING ASSOCIATION

(OF TRAINED TEACHERS OF SWEDISH GYMNASTICS).

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EXAMINATIONS held for the Association's Swedish Drill Certificate for Teachers in Elementary Schools and Kindergartens.

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THE SESSION 1904-5 COMMENCES OCTOBER 3rd, 1904.

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In the Medical School there is a separate Dissecting Room for Women, with a qualified Woman Demonstrator.

Graduates of other Universities may, after two years' study or research, take a Master's Degree.

Syllabuses with all information will be sent on application to the SECRETARY.

The ASSOCIATED BOARD of the ROYAL ACADEMY OF MUSIC and ROYAL COLLEGE OF MUSIC for Local Examinations in Music.

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HIS MAJESTY THE KING.

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LOCAL CENTRE EXAMINATIONS
(Syllabus A).

Examinations in Theory held annually in March and November at all Centres. In Practical Subjects in March–April at all Centres, and in London and district in November–December also. Entries for the November–December Examinations close October 12th, 1904.

SCHOOL EXAMINATIONS
(Syllabus B).

Held three times a year.—(*a*) March-April, (*b*) June-July, (*c*) October-November. Entries for the October-November Examinations close October 12th, 1904.

The Board gives annually Six Exhibitions, tenable for two or three years.

Copies of Syllabuses A and B for 1904 and 1905, together with any further information, will be sent post free on application to

JAMES MUIR,
14 Hanover Square, London, W. *Secretary.*

Telegraphic Address—"ASSOCIA, LONDON."

HOME AND COLONIAL SCHOOL SOCIETY.

(Incorporated for Examination and Certificate purposes with the National Froebel Union.)

TRAINING COLLEGE (NON-GOVERNMENT BRANCH) FOR KINDERGARTEN TEACHERS AND LOWER FORM MISTRESSES IN HIGH SCHOOLS.

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HIGHBURY HILL HOUSE, HIGHBURY, N.

A KINDERGARTEN CLASS will be held at the above College for the study of the "Gifts and Occupations" prescribed by the Syllabus of the National Froebel Union for 1905.

The Classes will meet every Wednesday at Highbury Hill House at 7 p.m., commencing September 21st. Fee: 30s. per Course of Three Terms, or 12s. 6d. per Term (payable in advance).

Classes will also be formed for the study of other subjects necessary for the Elementary and Higher Certificates if a sufficient number of Students apply.

Names should be sent in at once to Miss D. FITCH, Wellfield, Duke's Avenue, Muswell Hill, N., from whom further particulars can be obtained.

ST. GEORGE'S TRAINING COLLEGE FOR WOMEN TEACHERS

provides a Course of Professional Training in preparation for Work in Secondary Schools or in Families. The Students attend the University Lectures on the Theory, History, and Methods of Education, and have systematic practice in Class-teaching in Schools.

A Bursary of £30 is offered to a Graduate entering in October.

Apply for further particulars to the Principal, Miss M. R. WALKER, 5 Melville Street, Edinburgh.

UNIVERSITY COLLEGE, LONDON.

(UNIVERSITY OF LONDON.)

Principal - - - T. GREGORY FOSTER, Ph.D.

FACULTIES OF ARTS AND LAWS AND OF SCIENCE.

The Session 1904-5 will begin on Tuesday, October 4th.

The Principal and Deans will attend on Monday, October 3rd, and Tuesday, October 4th, from 10 a.m. to 1 p.m., for the admission of Students.

The Department of Fine Arts (Slade School) will open on Monday, October 3rd.

The Courses in the Department of Laws will begin on Monday, October 10th.

FACULTY OF MEDICINE.

The Session will begin on Monday, October 3rd. Introductory Lecture at 4 p.m. by Professor J. NORMAN COLLIE, Ph.D., F.R.S.

The following Prospectuses are now ready, and may be had on application to the SECRETARY:—

Faculty of Arts and Laws (including Economics).
Faculty of Science.
Faculty of Medicine.
The Indian School.
The Department of Fine Art.
The Department of Engineering.
The School of Architecture.
The Department of Public Health.
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Post-Graduate Courses and arrangements for Research.

FEES.

	Guineas.
Composition Fee, 3 years' Course in the Faculty of Arts	63
Composition Fee, 3 years' Course in the School of Engineering or of Architecture	115
Composition Fee, Preliminary Scientific Course	25
" " Complete M.B. Course	140

Fees in the Faculty of Science vary, according to the Course taken, from about 35 guineas to 40 guineas a year.

Students are admitted to Courses of Instruction in any one subject, provided there be room.

Special provision is made for Post-Graduate and Research Work in the various subjects taught at the College.

W. W. SETON, M.A.,
Assistant Secretary.

UNIVERSITY OF GLASGOW
(WOMEN'S DEPARTMENT).

QUEEN MARGARET COLLEGE.

Full Courses of Lectures and Laboratory Instruction are given to Women Students in preparation for the Degrees in Arts, Science, and Medicine of Glasgow University (M.A., B.Sc., D.Sc., M.B., Ch.B., M.D., and Ch.M., &c.), and for the Diploma in Education, by University Professors and Lecturers appointed by the University Court.

For Students preparing for Degrees in Medicine, Clinical Courses and Dispensary Work are specially provided in the Royal Infirmary; and the Royal Hospital for Sick Children and other Hospitals are open for the study of special subjects.

The Local Committee established in the University of Glasgow for the Training of Teachers provides for the Training both of Graduates and Non-Graduates. Students trained under this scheme are Recognized as Certificated Teachers by the Scotch Education Department without further examination.

Students who are not working with a view to Graduation may take any Classes they wish.

The WINTER SESSION begins on 13th October. For Prospectus, apply to the Secretary, Miss GALLOWAY, Queen Margaret College, Glasgow, from whom also the Prospectus of the Hall of Residence for Women Students may be obtained.

THE DURHAM COLLEGE OF SCIENCE,
NEWCASTLE-UPON-TYNE.

COMPLETE Courses of Study are provided for Students proceeding to the University Degrees in Science or Letters, or preparing for the University Diploma in Theory and Practice of Teaching. The College is Recognized by the Board of Education as a Training College for Teachers in Primary Schools. A Hostel for Women Students is attached to the College. Men Students reside in approved lodgings. Prospectuses sent on application to the SECRETARY.

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On the German or Pure Oral System.

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There are several Vacancies for Male and Female Students at this Training College, for whom good Appointments are easily obtainable on the completion of their Training. For all particulars apply to the Director, WILLIAM VAN PRAAGH, 11 Fitzroy Square, W.

UNIVERSITY OF LIVERPOOL.

FACULTIES OF ARTS, SCIENCE, LAW, MEDICINE, AND ENGINEERING.
SCHOOL OF ARCHITECTUTE, AND APPLIED ARTS.
SCHOOL OF COMMERCE.
SCHOOL OF DENTAL SURGERY.
SCHOOL OF HYGIENE.
SCHOOL OF PHARMACY.
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FELLOWSHIPS, SCHOLARSHIPS, EXHIBITIONS, AND PRIZES.

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Prospectuses and full particulars will be forwarded on application to

P. HEBBLETHWAITE, M.A.,
Registrar.

THE VICTORIA UNIVERSITY OF MANCHESTER.

The SESSION will commence on 4th October next.

A Prospectus and all information can be obtained on application. Special Prospectuses are also issued for the following Departments: Engineering, Chemistry, Education, Theology, Commercial Education, and Law.

These, together with Prospectuses of the Medical Faculty, Dental, Pharmaceutical, and Public Health Departments, will be forwarded on application to the REGISTRAR.

THE VICTORIA UNIVERSITY, MANCHESTER.

DEPARTMENT OF EDUCATION.

Sarah Fielden Professor of Education	J. J. Findlay, M.A., Ph.D. (Leipzig), Wadham College, Oxford.
Professor of the History and Administration of Education	Michael E. Sadler, M.A., LL.D. (Columbia), late Student of Christ Church, Oxford.
Lecturer in Education and Mistress of Method	Miss Catherine I. Dodd.
Master of Method	H. T. Mark, B.A. (London), B.Sc. (Vict.).
Lecturer in School Hygiene	R. T. Williamson, M.D. (London), F.R.C.P.
Special Lecturers	Miss S. A. Burstall, B.A. (London); J. L. Paton, M.A. (late Fellow of St. John's College, Cambridge).

Training is provided for both Secondary and Primary Teachers. The Teachers' Diploma of the Victoria University for Secondary Teachers is open to persons who have passed the final Examination for Arts or Science in any University of the United Kingdom, and is accepted by the Board of Education as a qualification for the Teachers' Register.

Particulars will be found in the College Prospectus, or more fully in a Special Prospectus which is in course of preparation.—Apply to the REGISTRAR.

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A TRAINING COLLEGE FOR WOMEN TEACHERS.

A Residential College providing a year's Professional Training for Secondary Teachers.

The Course includes preparation for the Oxford Teachers' Diploma, and the Cambridge Teachers' Certificate, and the Teachers' Diploma of the University of London.

For instruction in the Theory and History of Education, the Students attend the Lectures of the University Reader in Education. The Practical Work in Teaching in Schools and Demonstration Lessons, &c., is under the supervision of the Principal and Staff of the Hall. Particulars as to qualifications for admission, Scholarships, &c., may be obtained by application to the Principal, Miss MACKENZIE-SMITH, Cherwell Hall, Oxford, or the Hon. Sec., Miss MARGARET BERNARD, High Hall, Wimborne.

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VARIOUS Papers set at the Cambridge Higher Local Examinations during the last ten years are published by the

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(*See also front page.*)

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Postal Preparation for the L.L.A. Title and Diploma of St. Andrews University. Pass Courses (20 Lessons), £2. 2s.; Honours (25 Lessons), £3. 3s.

Special help given in Home Study to non-candidates, in the History of Fine Art, Literature, History, Languages, Bible Study, &c.

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Prospectus, post free, from the Secretary, Miss S. E. MURRAY, 5 Melville Street, Edinburgh.

KING'S COLLEGE, LONDON.
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DEPARTMENT FOR TRAINING TEACHERS FOR SECONDARY SCHOOLS.

The Course, which is intended to meet the requirements of the Teachers' Registration Council, is both Practical (including properly directed work in a Secondary School) and Theoretical (preparing for the London Teachers' Diploma and the Certificate of the Teachers' Training Syndicate).

The Course occupies a year, beginning in October or January.

For further particulars apply to the SECRETARY, King's College, Strand.

KING'S COLLEGE, LONDON.
(UNIVERSITY OF LONDON.)

Full Courses for Matriculated Students in Arts, Laws, Science, Engineering, Architecture, Medicine, and Theology at composition fees, or Students may attend the separate Classes.

Preparation for all Examinations of the London University.

Michaelmas Term commences for Medicine on October 3rd; for Arts, Science, Engineering, October 5th; Theology, October 7th.

For Prospectuses and all information, apply to the SECRETARY, King's College, Strand, W.C.

WOMEN'S DEPARTMENT, KENSINGTON.

Michaelmas Term commences October 10th.

Apply to the VICE-PRINCIPAL, 13 Kensington Square.

KING'S COLLEGE, LONDON.
(UNIVERSITY OF LONDON.)

SATURDAY MORNING LECTURES FOR TEACHERS.

(1) The Place of Instruction in Education, with Illustrations. By Professor JOHN ADAMS, M.A., University Professor.

(2) The Practical Teaching of French. By Professor VICTOR SPIERS, M.A.

(3) Principles of Practical Physiology. By Professor W. D. HALLIBURTON, F.R.S., and Mr. H. W. LYLE, M.D.

The above Classes are free under certain conditions. The Courses commence in October.

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UNIVERSITY COLLEGE OF SOUTH WALES AND MONMOUTHSHIRE, CARDIFF.
(A Constituent College of the University of Wales.)

Principal:
E. H. GRIFFITHS, M.A., Sc.D. (Cantab.), Hon. D.Sc. (Vict.), F.R.S., formerly Fellow of Sidney Sussex College, Cambridge.

The College comprises the following Departments:—

1. The Faculty of Arts.
2. The Faculty of Science.
3. The Department of Applied Science and Technology—(*a*) Mining. (*b*) Engineering. (*c*) Metallurgy. (*d*) Geology. (The Engineering Laboratory is fitted with all the latest appliances, including a 100-ton Testing Machine, which has been purchased at a cost of £2,5 10.)
4. The Faculty of Medicine.
5. The Department of Public Health.
6. The Department of Music.
7. The Department for the Training of Teachers in Elementary Schools (Day Training College).
8. The Department for the Training of Women Teachers for Secondary Schools.
9. The Department for the Training of Men Teachers for Secondary Schools.
10. The South Wales and Monmouthshire Training School of Cookery and Domestic Arts (including Dressmaking, Laundry, Housewifery, &c.).
11. The Technical School of the County Borough of Cardiff, including—(*a*) The Department of Applied Science and Technology. (*b*) The School of Art. (*c*) The Commercial Department. (*d*) The Women's Technical Department.

The next Session opens on Tuesday, October 4th, 1904.

All Students entering after Session 1903–4 will be required to pay a Registration Fee of £1. 1s. on entrance and at the beginning of each subsequent Session, except in the case of Students taking a single Class for one Term only, when the Registration Fee will be 5s., and except in the case of Students taking two Classes for one Term only, when the Registration Fee will be 10s. 6d.

In the Faculty of Arts, Students, by making a payment of £10 at the commencement of each Session, may compound for all Lecture Fees for the whole Session.

In the Secondary Training Department the fees vary from £10. 10s. to £15. £15s., according to the Courses taken.

In the Faculty of Science, Students preparing for University Examinations may, by making a payment of £13. 13s. at the commencement of the Session, compound for both Lecture and Laboratory Fees, during the Session.

Students preparing for the Science Examinations of the University of London or the Medical Courses at the Universities of Edinburgh, Glasgow, and Aberdeen may, by making a payment of £13. 13s. at the commencement of each Session, compound for both Lecture and Laboratory Fees during the Session.

For Students from the Associated Counties of Cardiff, Glamorgan, and Monmouth, the fee of £13. 13s. charged as Composition fee for Lectures and Laboratory Instruction in the Faculty of Science will also cover instruction in the Department of Applied Science and Technology maintained by those counties.

Under the provisions of the Charter of Incorporation of the University of Wales, the University College of South Wales and Monmouthshire is a constituent College of the University, and its Courses in Arts and Science are therefore primarily intended to be qualifying Courses for the Degrees of the University in those Faculties.

There is a Hall of Residence for Women Students, under the supervision of Miss KATE HURLBATT (Principal). For further particulars in regard to the Hall, application should be made to the PRINCIPAL, Aberdare Hall, Corbett Road, Cardiff.

ENTRANCE SCHOLARSHIP AND EXHIBITION EXAMINATION, SEPTEMBER, 1904.

Several valuable Scholarships, Craddock Wells Exhibitions, and Exhibitions to cover the cost of tuition, and a number of Free Studentships in connexion with the Counties of Glamorgan, Monmouth, and Cardiff, will be offered for competition at the Entrance Examination in September, 1904.

For information in respect of the Glamorgan Free Studentships, apply to JOHN JAMES, Esq., M.A., Ph.D., Glamorgan County Offices, Cardiff; for those connected with the County of Monmouth, to A. B. BADGER, Esq., M.A., County Council Offices, Newport; and for all further information and prospectuses for College Scholarships and Exhibitions, as well as Cardiff Free Studentships, apply to

J. AUSTIN JENKINS, B.A.,
University College, Cardiff. *Registrar.*
August, 1904.

Mr. TRUMAN'S EDUCATIONAL AGENCY, 6 Holles Street, Cavendish Square, London, W.

TELEPHONE NO. 1167 MAYFAIR. TELEGRAMS—"TUTORESS, LONDON."

SCHOOL TRANSFER DEPARTMENT.

Mr. TRUMAN, who has had a wide and varied experience of Educational work, and who for some time past has conducted a high-class Agency for Lady Teachers which has been widely appreciated, offers advice and undertakes negotiations connected with (1) the Transfer of Ladies' Schools; (2) the Introduction of Partners; and (3) assists Principals who may be seeking School Premises.

The following are selected from a number of Schools that have been placed in Mr. TRUMAN'S hands for negotiation:—

Boarding and Day School in a healthy, bracing town on the South Coast.—Principal, who is a Registered Teacher and who has had the School for ten years, wishes to retire on account of ill-health. The School contains 17 Boarders (fees from £45–£60 per annum, exclusive of extras) and 29 Day Pupils. The School comprises first-rate premises specially built. Gross receipts £1,574. Net profit over £400. Goodwill about £1,000. Would accept less for early sale. —T 021.

Large Secondary Day and Boarding School in S.E. London. — Old-established School, Recognized by the Board of Education. Principal wishes to retire after having had the School for nine years. 82 Day Pupils (fees 6–15 guineas per annum, exclusive of extras), and 6 Boarders. Fine premises held on Lease. Accommodation for from 12–16 Boarders and 175 Day Pupils. Transfer of goodwill by capitation fees.—T 038.

Large Day and Boarding School in West London. — Old-established School; 180 Day Girls (fees £3. 15s.–£22); 14 Boarders (£45–£65). Gross receipts about £3,000. Goodwill £3,000 (half paid down).—T 026.

High-class Day School in important Northern Town. — School contains 17 Day Pupils paying fees from £19–£30 per annum. Gross receipts £500. Rent of house £60. Net profit over £200. Goodwill by capitation fees. School furniture, &c., at valuation.—T 022.

Boarding and Day School in the West of England.—Present Principal established School 22 years ago. It contains 10 Boarders (fees £40–£50 exclusive of extras) and 47 Day Pupils (fees £4. 10s.–£15). School premises, with accommodation for 20 Boarders, are client's own property. Goodwill, including school furniture, £600. Freehold will be sold for about £2,000, or house let for about £100. Gross receipts £730; net profit £130. —T 016.

Boys' Preparatory School and Kindergarten in healthy, rising suburb of Liverpool.—Principal, a Trained Teacher and registered Head Mistress, wishes to retire through ill-health. School contains 8 Boarders (fees 75 guineas per annum), 9 Day Pupils (fees 15 guineas per annum), and 3 Day Boarders (30 guineas per annum). Average age of pupils is 10. House, specially built, is client's own property. Bracing, healthy climate. Receipts have gradually increased in 5 years from £260–£960. Net profit for the last twelve months over £300. Average net profit for the last 3 years about £200. For goodwill, furniture, and house £3,500 will be required (£1,400 could remain on mortgage at 4 per cent.); or house would be let at rental of £120, in which case £900 would be required for Goodwill. Excellent opening. —T 035.

Roman Catholic Preparatory School for Boys in healthy suburb of London.—Lady Principal is about to marry and wishes to dispose of School, which is old-established. It contains 24 Boarders at 60 guineas per annum. No Day Pupils are received. Gross receipts for the last 3 years £808, £1,108, £1,320. Annual net profit £500. First-rate premises in large grounds held on Lease. Furniture and Goodwill about £1,500, part of which can remain.—T 033.

Partnership in Private School of the highest class near London.—A Lady of high qualifications with high-class connection (fees 90–120 guineas) and capital required. First-rate opening.—T 015.

Third Partnership (with view to succession) in high-class Boarding and Day School in the North.—10 Boarders (paying from £40–£60) and 38 Day Pupils. Incoming Partner should have Boarding connection and capital.—T 023.

Transfers and Partnerships required:—

Transfer or Partnership in high-class Boarding and Day School in London or South of England required by a Lady, University woman with 10 years' Public School experience. Capital about £300.—No. 41.

Partnership in, or Transfer of, Students' Hostel or Boys' Preparatory School required by married Lady with capital up to £1,000.—No. 46.

Transfer of high-class Day School in London or other large town required by former Head Mistress of Public Day School.—No. 36.

Partnership in Preparatory School for small Boys in the South of England required by a Lady of over 25 years' experience. Capital £400.—No. 3.

Partnership in Boarding School (fees £80-£100) on South or S.W. Coast required by a Lady, many years Modern Language Mistress in important Public School. Capital £600.—No. 9.

Transfer of School in London or South of England required by a French Lady of wide experience in England and high-class Boarding connection. Capital about £500.—No. 6.

Transfer of high-class Boarding and Day School required by two Ladies, both B.A. Lond., with some Colonial connection. Capital £500. —No. 11.

Transfer of first-class Ladies' School required by Principal of important Public School with capital and good high-class connection. —No. 25.

Transfer of high-class Boarding School near London or at the Seaside required by former Principal. Capital £1,500–£3,000. Good connection.—No. 28.

Partnership in high-class Girls' Preparatory School required by Trained Kindergarten Teacher. Capital up to £1,000.—No. 35.

Further information as to the above will be submitted on receipt of particulars of requirements. No charge is made to Purchasers.

LONDON COLLEGE OF MUSIC.
(Incorporated.)
GREAT MARLBOROUGH STREET, LONDON, W.
Patron: HIS GRACE THE DUKE OF LEEDS.
Dr. F. J. KARN, Mus.Bac. Cantab., Principal.
G. AUGUSTUS HOLMES, Esq.,
Director of Examinations.

EXAMINATIONS in PIANOFORTE PLAYING, SINGING, THEORY, and all branches of Music will be held in London and 350 Provincial Centres in December, when Certificates will be granted to all successful candidates. Last day of entry, November 15.

The Higher Examinations in Practical and Theoretical Music for Diplomas of Associate (A.L.C.M.), Licentiate (L.L.C.M.), the Teachers' Diploma, L.C.M., and Fellowship (F.L.C.M.) also take place in December.

Full particulars with reference to the formation of Local School Centres will be forwarded upon application.

SYLLABUS for 1904 may be had of the SECRETARY.

In the Educational Department Students are received and thoroughly Trained under the best Professors at moderate fees. Day and Evening Classes are held.

A COURSE OF TRAINING in PIANOFORTE AND SINGING for Teachers is held at the College.

T. WEEKES HOLMES, Secretary.

CORRAN COLLEGE AND SCHOOL FOR GIRLS, WATFORD.—Under the direction of Miss E. H. WHISHAW, M.A. London, assisted by Miss E. B. Simpson (House Mistress) and Miss E. C. Roper, B.A. London; with a competent Staff of Visiting and Resident Mistresses.
For particulars apply to Miss E. H. WHISHAW.

Society for Training Teachers of the Deaf and for the Diffusion of the "German" System.
Founded 1877.] [Incorporated 1886.
President: HIS GRACE THE ARCHBISHOP OF CANTERBURY.

TRAINING COLLEGE AND PRACTISING SCHOOL—
CASTLE BAR HILL, EALING, LONDON, W.
Lady Superintendent ... Mrs. ARTHUR KINSEY.
Head Mistress Miss HEWETT.

The Training College affords a professional training as Teachers of the Deaf upon the Pure Oral System to young women, who are received as Resident or Non-resident Students. The Training College is recognized by the Board of Education for a Third Year Students' Course, and has a Practising School attached to it.

An Examination is held annually in July for the Society's Certificate.

Students can enter the Training College at the commencement of each Term.

Visiting Day, Tuesdays during the Term.

For information as to the Training College, School for Deaf Children, or Lip-Reading Lessons, application should be made to the LADY SUPERINTENDENT AND SECRETARY at the Training College.

THE STUDY OF ENGLISH IN OXFORD. — Lectures and Classes by University Lecturers and Tutors, in Norham Hall, commence September 21; end December 14. An Examination will be held at the end of the Course. All letters should be addressed to the Principal, Mrs. BURCH, Norham Hall, Norham Road, Oxford.

MANCHESTER PHYSICAL COLLEGE.—LING'S SWEDISH SYSTEM. For Day and Resident Students. *Principal*—Miss GERTRUDE THOMAS (certificated by Madame Bergman Osterberg, Hampstead Physical Training College, London), thirteen years' experience as gymnastic teacher in private and high schools in Manchester and district. The object of the College is to train educated women to teach Swedish gymnastics in schools and colleges, also to undertake Swedish medical gymnastics and massage (under medical supervision). The College course extends over a period of two years, and includes the following subjects:—Educational Gymnastics (theory and practice), Medical Gymnastics and Massage, Anatomy, Physiology, Hygiene, Fencing, Swimming, Dancing, Games. A separate branch in connexion with the College provides for the training of hospital and private nurses for massage. For particulars apply—Miss GERTRUDE THOMAS, Fieldgarth, Norman Road, Rusholme, Manchester.

WANDSWORTH TECHNICAL INSTITUTE.

LONDON UNIVERSITY EXAMINATIONS.

CLASSES FOR MATRICULATION AND INTERMEDIATE SCIENCE, BACHELOR OF SCIENCE in Physics, Chemistry, Pure Mathematics, and Applied Mathematics.

Saturday morning Classes in Theoretical and Practical Physics and Botany.

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OTHER reforms advocated by Dr. Percival, though less radical and not requiring an Act of Parliament to carry out, are no less far-reaching. Treasury grants to meet local efforts for secondary education—not only an increase of what is now earned by efficient schools, but initial grants towards new buildings and foundations—would undoubtedly do much to overcome the timid parsimony of County Councils and reconcile the ratepayer to an increased contribution for secondary education. Some equivalent, as Dr. Percival pointed out, is owing for the endowments "so cynically confiscated by the Education Act of 1902." To another reform proposed three years ago at Glasgow we need only allude. Dr. Percival would open out a University career to boys of seventeen, or even sixteen, who now loiter at school for their last two years and waste all their energies on athletics. Lastly, he would substantially modify the conditions and terms of scholarships at the University. To discourage premature specialization at school some test of general attainments should be imposed on every candidate. Secondly, the amount of the scholarship should be greatly reduced, an augmentation being made in the cases of scholars who could prove to the college authorities that their circumstances required it.

Dr. Percival's Reforms.

THE debate on the training of teachers introduced by an able paper by Mr. Henry Hobhouse might seem to have inspired some of the "Notes" that follow; and, as an independent testimony to the views there advocated, it may be stated that the "Notes" were in print before the debate took place. The case for throwing the cost of training colleges upon the national Exchequer rather than on local rates could not have been better stated than it was by the opener. Another point on which we have not touched was made by Sir John Gorst: "It was ridiculous to decide before the student was trained whether he was to be a primary, a secondary, or a technical teacher." We welcome this authoritative protest against "the attempt to divide education into water-tight compartments." Another nail in the coffin of the A B Register!

Mr. H. Hobhouse on Training Colleges.

THE burning question of educational politics is still Wales. The Defaulting Authorities Bill has passed through the House of Commons and will form part of the law of the land by the time these words, written in a far distant spot, are before our readers. But the passing of the measure by no means puts an end to the strife. Were we to allow ourselves a colloquialism, we might say that Lord Londonderry has bitten off a larger morsel than he can masticate. In the House the resentment against the closure was so intense that an unpleasant scene resulted and a scandal was only partially avoided by the tact of the Chairman of Committee. It is difficult to approve entirely the action of the Opposition in refusing to vote; on the other hand, Mr. Balfour cannot feel proud or even satisfied. Acts may be passed by the firm use of the gag, but no contentious Act of Parliament will ever be effective that has not been to some extent modified to meet the views of the Opposition Silenced in the House, Mr. Lloyd George and his friends turn to the country. In these democratic days an Act cannot be carried out properly in the face of a determined opposition. Mr. Balfour's tactics have but added to the difficulties of the Board of Education.

Mr. Balfour's Tactics.

OUR first interest is with the children. We have nothing to say in approval of those Welsh Authorities who are deliberately trying to starve the non-provided schools. The strongest terms of condemnation are deservedly applied to a policy which entails the suffering of the children in order that a political faction may triumph. It has been shown that the increased grant, without aid from the rates, is not enough to keep the schools efficient. The counter argument that the managers of the non-provided schools are not fulfilling the law, in that they have not yet brought their buildings up to the latest requirement of the Board, would be perfectly valid if it were simply a legal plea as in the trial scene of "The Merchant of Venice"; but here one wrong cannot justify another. The Welsh Councils are deliberately trying to evade the duties laid upon them by

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an Act of Parliament. As teachers we can only condemn this policy. It is little short of a national disaster that children should be brought up in an atmosphere of sectarian strife and administrative war.

Mr. Lloyd George.

WE have no doubt that Mr. Lloyd George is really stirred, and that he really feels that great principles are at stake. But his utterances often remind us of the young orator at the Oxford Union whose highest ambition is a brilliant verbal "score" over his opponent. Mr. Lloyd George is undoubtedly an able man. His friends prophesy great things for him in the next Liberal administration. But, so far, we can trace no sense of the serious responsibility involved in the government of a great Empire that fits a man for office. Whether or no the plan of campaign, as detailed in the *Times* by a "well-informed correspondent," is accurate, we cannot say; but half-hearted contradictions elsewhere imply a substratum of truth in the proposals that, according to the *Times*, Mr. Lloyd George has laid before his supporters. These proposals are clever, and, if carried out, will undoubtedly make waste paper of the Defaulting Authorities Bill. If it were merely a trial of skill between Mr. Lloyd George and Sir William Anson, we should look on with keen interest and applaud the winner from sheer delight in his powers. But there is this difference: Sir William realizes his duties towards the children and the responsibilities of Government. His work will last. Mr. Lloyd George appears to us as the clever boy with no thought beyond that of winning the game.

His Justification.

BUT we are quite ready to admit that there is another side to the picture. While not approving Mr. Lloyd George's tactics, we cannot but admire the skilful way in which he checkmates each effort of a weak and clumsy administration. Mr. Balfour has blundered hopelessly in underestimating the opposition to the Act of 1902. That Act we believe to be a good one. It has already worked powerfully for the good of education in England. Given two amendments, and the opposition which has proved so disastrous would have been silenced. These are—removal of religious tests and effective control over all public elementary schools. We hold that two managers out of six afford opportunity for publicity, and therefore for public control. But Mr. Balfour had abundant warning that Wales would not consider two publicly appointed managers sufficient. Not only has Mr. Balfour blundered in the past, but the Board of Education is now piling up one blunder after another. It is quite clear that the Defaulting Authorities Act will prove no better a weapon than the process of *mandamus* included in the Act of 1902. Its result is to deepen and embitter opposition, and to afford grounds for the charge of tyranny, in that the Board of Education, without inquiry held, and entirely at its own pleasure, can declare an Authority defaulting, and divert from the Treasury grants.

The Welsh National Council.

WHILE the amazing duel is being fought between Mr. Lloyd George and Sir William Anson a considerable step has been taken in Wales towards the satisfactory administration of the Education Acts. The Board of Education has sanctioned, and the Local Government Board has approved, a Welsh National Council of Education. The counties that choose to combine—*i.e.*, all, we hope—will establish an Education Council with powers to deal with the training of teachers and the inspection of schools for the whole Principality. The convenience of this joint action is obvious. The Council may also act in other matters, especially in reference to the supply of secondary education. Is it stretching the point too far to argue that the establishment of this combined Council points to a certain hollowness in the Welsh opposition? While the struggle has been going on at St. Stephen's this quiet administrative reform has been worked out, presumably by those who do intend that the Education Acts shall be honourably administered. It is true that the Welsh counties have not yet formally accepted the scheme, but its official publication is sufficient evidence that the Board of Education has reason to suppose the proposals to be acceptable.

An Unwholesome Appetite.

WE are quite ready to admit that training colleges do not always get good material, and that they do not always turn out the best finished products. But Sir William Anson's gibes, though no doubt amusing to a jaded House, do not carry us much further. The Alps do not divide Spain from France, and Terra Cotta was not a founder of Italian architecture. Such answers may be worse than ignorance, and show a shocking confusion of mind; yet every teacher knows that the most thoughtful student may produce the most astounding "howler" when he has been worked up to the proper condition of examination excitement. To pick out a few amusing blunders, as Sir William did, from thousands of answers is not to give a fair idea of the education afforded by a training college. Sir William hopes to "diminish the unwholesome appetite for a degree which possesses so many of these elementary teachers." We certainly wish him success in his efforts to improve the education and training of teachers. But the desire for further knowledge is wholly laudable, and the advantage of having the possession of that knowledge certified by a University degree is as obvious as that of the hall mark on gold or silver. If Sir William is right in hinting that the mystic letters "B.A." are no proof of a sound education, then the fault, we say emphatically, lies with the examining body. Here lies the true objective of Sir William's attack.

The British Science Guild.

IT is comforting to feel, on the authority of Sir Norman Lockyer, that the nation is to be saved at last. The British Science Guild has a programme, supported by an array of names such as may well convince other nations that at last we are going to reassert our commercial and scientific supremacy over the world. "The scientific spirit essential to all true progress," we are told, "is still too rare, and, indeed, is often sadly lacking in some of those who are responsible for the proper conduct of many of the nation's activities." And, again, we read of the "necessity of applying scientific treatment to affairs of all kinds." It is partly true that many of our methods are empirical, and that, as a nation, we are not scientists. We are grateful for the efforts of men such as Prof. Armstrong, who would introduce more of the scientific spirit into school teaching. But science is not all. We would compare with this triumphant blast of Sir Norman Lockyer some simple words uttered the other day by Canon Barnett. He said:

> We are not ambitious that England should become the workshop of the world, using up the efforts of the people by making them producers. We are not anxious that England should be the bank of the world, gathering to itself wealth till it represent the picture of Mammon which Mr. Watts bequeathed to the nation. We are not impatient that England should become simply the dominant power of the world. We are impatient that our people, each of them, should be developed to the full height of their being to enjoy the use of their powers of thinking and feeling; to have pleasure in life, so that the children may play happily in our gardens, and the old die at a hundred years.

The Teachers' Guild in Germany.

A CORRESPONDENT informs us that the experiment made by the Teachers' Guild in starting a Holiday Course in Germany has been abundantly justified by its result. A party of over thirty assembled at Neuwied on the Rhine. Prof. Biese's sympathetic and masterly treatment of Goethe was greatly enjoyed. Dr. Williger, who is an ardent and up-to-date phonetician, did valuable work. This Course is in no sense a rival of those already established at Jena and Marburg. To enjoy Prof. Rein's lectures on pedagogy one's ear must be already familiar with the German speech. The Teachers' Guild aims at giving instruction in the language and literature to those whose knowledge is but imperfect or has grown rusty through disuse. At the same time, the Guild does not advise students to join who have not a fair knowledge of the written language at least. In addition to the Guild party at Neuwied, Dr. Arnold, of Bangor, brought a number of students from Wales, so that altogether there were almost fifty. The action of the Welsh Education Authorities in encouraging masters and mistresses to spend part of their summer holiday abroad deserves grateful recognition.

A "Whole-hogger."

SIR JOHN GORST certainly plays a useful part at the present moment. Not only does he keep pegging away at the necessity for arresting physical deterioration, for teaching the evil results of the use of alcohol, for supplying food to underfed children, but also from time to time he lets the departmental cat out of the bag with a suddenness that must shock the permanent officials. This time he attacks the inspectorate. Inspectors, he told the House, know they must say only pleasant things. If they tell the truth, the Board will rewrite their reports. There is no doubt a substratum of truth in this; though we hope Sir John exaggerates. Sir William Anson could only say in reply that, if on investigation he found things to be as stated, he would effect a change either in the inspectorate or the secretariat. On the subject of free food Sir John met with no sympathy. Sir William owned that in this connexion he was not a "whole-hogger." To us the question is a very difficult one. Teaching underfed children is cruel and ineffective, and sometimes results in serious physical or mental trouble. That is admitted. On the other hand, the lessening of parental responsibility is a thing to be avoided; and the provision of free meals might end in forcing the State to undertake the feeding and clothing, as well as the education, of all children attending public elementary schools.

Pin-pricks.

THE West Riding of Yorkshire, in its educational aspects, is earning an unenviable notoriety. Its Education Committee is, so far as we know, the only one that has emphasized the "religious difficulty" in secondary schools. Now it is pursuing a like policy in reference to primary schools. A circular just issued requires from each elementary teacher an exact statement of the whole number of hours' teaching per week, the hours devoted to secular instruction, to religious instruction not distinctive of any particular denomination, to instruction in distinctive religious doctrine. The information thus gained will enable the education office at Wakefield to calculate what is the monetary value of an hour's teaching. Salaries in non-provided schools will then be cut down by the estimated amount of money spent in teaching distinctive religious doctrine. Teachers in non-provided schools will therefore have to accept reduced salaries or the managers will have to supply the deficiency. We would seriously ask if such a policy of pin-pricks is worthy of a great Committee presided over by Mr. Acland, who has been greeted as the apostle of freedom and liberality in education. Sir William Anson, when questioned in the House, admitted the facts, but stated that, as no salaries had yet been curtailed, the teachers had no grievance. A stronger man would realize that prevention is better than cure.

Board of Education Grants to Secondary Schools.

WE deal fully in an article with the educational aspects of the new regulations issued by the Board of Education for the aiding of secondary schools, which were at first greeted with a chorus of approval. But on the grant question we wish to lay further emphasis. The introductory memorandum breathed in every line the spirit of educational progress. Freedom, variety, and elasticity were written on every page. The cast-iron rules of South Kensington, with their bondage to science, were to be abolished once for all, and any efficient school with any rational curriculum, literary, commercial, or scientific, was for the future to be eligible for grants. But second thoughts, on the part of administrative bodies at any rate, have largely modified this favourable opinion, and there is in progress a considerable movement of revolt against the regulations. The Secretaries to the Education Authorities took the trouble to work out how the schools in their areas would be financially affected. As a result, a strong resolution was passed against the regulations. The Education Committee of the County Councils Association has followed suit in a general protest. It appears quite plain that the hand of the Treasury is in the regulations. The effect of the Education Act, as well as the greater freedom indicated in the memorandum, appeared likely to increase largely the number of schools which will "take the King's shilling" and so bring themselves under the rule of the Board of Education. But the Treasury has no more money; hence the "A" Division or more highly paid schools are to be docked all round to provide money for more Division "B" schools. This is a very old State-aid device for shifting responsibilities on to the rates in times of tightness of money in Downing Street.

"A" and "B" Grants.

BUT this is not the worst of the position. By an ingenious regulation by which the Division "A" schools are only allowed to exist at all if the education they give is "specially suited (in the opinion of the Board) to the needs of the district," it is at the option of South Kensington to close any of these schools whenever money is short. Now it must be remembered that these "A" schools were started under Mr. Acland's celebrated minute on the direct advice of the South Kensington authorities themselves. From the chief officials down to the Junior Inspectors all the staff were constantly urging County Councils to start and equip these schools, mainly to show that they were competent bodies to supervise secondary education, but also with a view to make good some of our deficiencies in scientific education. The County Councils responded, but pointed out the huge expense involved in the various laboratories, workshops, and sets of apparatus demanded by the Inspectors. The Department replied by pointing out the large grants to be earned. Now that the rates have been sunk in buildings, the withdrawal of the higher grants will need a good deal of explanation. The reference to the needs of the district is educationally meaningless. Every district has a certain proportion of boys both in first and second grade schools who can very well at, say, the age of fifteen or sixteen benefit by seven hours a week of science instruction.

The production of architects, engineers, electricians, surveyors, and chemists is not peculiar to any district, town, or school. Hence every school should have the "A" grants for teaching its "A" children and the "B" grants for "B" children if, which would be better still, "A" grants cannot be given all round.

Local and Central Inspection.

THE Education Authorities have, like other people, been approached by the Board of Education and asked their views as to the "School Certificates" proposals of the Consultative Committee. No doubt most of them will refer the whole of the matter to their Local Consultative Committees, but meanwhile some have already considered the proposals and the general question from a rather wider point of view. What must be the relations between the Local Authority, the school governors, and the inspecting and examining bodies? It may be taken for granted that Local Authorities will in the near future be prepared to pay for a general system of examination and inspection for the schools which they aid. But it is important that they should not waste money upon duplicating the works of other bodies. If the governors have a system of inspection or examination of their own and are prepared to pay for it, is the Local Authority justified in imposing its general system in addition? Should the inspecting and examining body be the same? This is all-important; for as long as South Kensington gives grants to a school its inspectors will continue their visits as heretofore, and, under the new regulations, pay attention to all subjects alike. But South Kensington will not, cannot, or should not, examine in any general way. On the other hand, though an inspector need not examine, an examiner can scarcely help inspecting. Then, of course, there is the important question of distinguishing between administrative and educational inspection, for which the same individual is seldom qualified.

A Proposal for Provincial Councils.

NO doubt the best system of all would be the establishment of Provincial Councils having a University for their centre and operating through a Joint Board representing teachers and administrators of all grades, very much on the model of the Joint Scholarship Board. Each County Authority might then delegate to the Board of their district all powers of inspection and examination of those schools in its area which desire to use the privilege without cost to themselves. Any other examination might be paid for by the school or scholars using it. The South Kensington inspector might be requested to associate himself in the general inspection, chiefly for administrative purposes, and he alone would (as representing the grant-giving body) report upon such matters. A representative of the teaching staff and one of the administrative authority would have the right to meet the inspectors and make any explanation necessary before such inspector reported or conferred with the full governing body. Thus all suspicion of the inspectors being "got at" would be avoided. That reports in the past were not always above suspicion in this respect is notorious. It is hoped that bodies constituted in this way would be able to resist the temptation to impose codes or secure uniformity of curricula, a danger inseparable from Government Departments and academic examining boards alike.

The reconstituted Board of Education.

THE perfunctory and absolutely inadequate discussions in the House of Commons on the Education Estimates brought out, in addition to the usual wrangle inseparable from these occasions about some point connected with religious instruction, several really appropriate criticisms on the Board's administration. Unfortunately the period of the Session at which the vote was taken enabled the Board to escape being brought to book on many points equally essential. Sir John Gorst, as one would expect, took the opportunity to throw some light upon the internal working of the office over which he was at one time supposed to preside. We have reason to believe that when the actual history of the educational intrigues which accompanied the introduction of the various Bills of the present Government from 1896 onwards comes to be written, possibly by some ex-permanent official, it will be found that the comparatively ineffectual results of the joint *régime* of the Duke of Devonshire and Sir John Gorst were due not so much to defects or ignorance on the part of either of those Ministers as to a certain incompatibility of temper, which was taken advantage of by interested parties, ecclesiastical and otherwise, to bring what were apparently their joint plans to nought, and thus to confound their politics. At any rate, the universal verdict of the Local Authorities is that they received much more consideration, and their claims and grievances much juster treatment, from either the Duke of Devonshire or Sir John Gorst than they do now when Sir William Anson alone treats with them, and displays, at any rate in their estimation, a stiffness of back only compatible with inexperience.

Training the Inspectors.

THE most important point made by Sir John Gorst in the discussion was against the honesty of the reports of the inspectors in so far as they are allowed by the Whitehall authorities to see the light at all. We have had many opportunities of discussing the same question with the Whitehall inspectors, and they are entirely with Sir John Gorst. Under the old *régime* to tell the plain truth about the condition of a *voluntary* school was to ensure, in the first place, that a black mark would go against that inspector's name; and, in the second place, that his report would be suppressed, at any rate in great part, and he would be asked if he could not prophesy some pleasant things instead. In whole districts the Local Authorities have been amazed at finding, when looking over the reports of the voluntary schools for two or three years before the Act came into operation, that apparently everything was well with them, and that the highest grants were obtained without any onerous conditions being attached With equal amazement they have noted in these same districts, when the reports of the first year's working under the new Act came in, that in all those matters which it is the duty of the Local Authority to supervise these schools were hopelessly decient. The desks were unsuitable, the apparatus was out of date: there was a great lack of books; the staff was not up to the scale laid down by the Board of Education, and a great many members of it were not efficient teachers. All this has been brought about, not because the regulations of the Board have changed, not because the conditions of the schools have changed, but because an Act of Parliament has placed the burden on the ratepayers, and consequently the inspector is unmuzzled. But in those matters in which, under the Act, the voluntary school managers or trustees can be called upon to put their house in order—such as additions to the cloak rooms, the condition of drains, the supply of fresh water, additional heating and ventilating apparatus—the Whitehall inspector, if he values his promotion, has still to go gently and leave the surveyor of the Local Authority to find out the flagrant defects. It would be very interesting reading to get hold of the memorandum on the question of speaking the truth by inspectors which Sir John Gorst says he left at the Board of Education and which was duly suppressed there.

Local Training Colleges.

SIR WILLIAM HART-DYKE—who has the advantage of speaking not only as an ex-Vice-President of the Council, but as a County Councillor of long standing and a member of an Education Authority—drew attention to another matter in which we will not say the Board of Education, because no doubt the Treasury is behind it—but certainly the central Government—is lacking in its duty: and this is the adequate provision of training college accommodation. As Sir William remarked, this is a national matter and should not be left to the spasmodic efforts of Local Authorities, whereby one Authority may possibly spend its ratepayers' money on the provision of a training college, from which the teachers may emigrate in a body to fill the schools of another Authority which, wiser in its generation, has provided no training college at its own expense, but offers a slightly higher scale of salaries. Of course, there has been no opportunity as yet for this sort of thing to take place, but there are numerous schemes in the air to form county training colleges, or training colleges attached to groups of counties, many of which will be matured before many years are over. That there will be this poaching on other people's preserves is made plain even now from the way in which those miserable blots on the Act, the Part III. Authorities, are taking away the county teachers by the offer of a few pounds more salary. The unfortunate teacher does not recognize until too late that this increase is entirely eaten up by the extra expense of the higher rates of the town, and by the way in which the same Authorities are getting their pupil-teachers educated at other people's expense. But we will go further and say, with Mr. Hobhouse, that not only is this a national question, but it is most injurious to the cause of education for it to be allowed to be made a local question. The result of localizing training colleges is to create different stamps of teachers, with different qualifications all over the kingdom; so that a man desirous of moving from one area to the other will find that his training does not represent the same thing as that of the area into which he is going. It may, perhaps, be right for localities in the immediate neighbourhood of a training college, which will specially benefit in that they can readily send day scholars to it, to make some contributions towards its up-keep, just as is done in the case of grants by County Councils to local University colleges; but the backbone of each new training college ought to be a special Government building grant representing at any rate three-quarters of the cost of the place room for each residential student.

Building Rules of Board of Education.

THE grave danger involved if a Central—or, indeed, any other—Authority is allowed to lay down rules in connexion with the erection of a building towards whose cost it itself contributes nothing can be seen in the outcry all over the kingdom against the Secondary Education Building Rules of the Board of Education. It may be necessary for us to deal with those in detail later; but we can safely say at present that, if the rules had been in force under the Technical Instruction Act, when County Councils, on the one hand, and School Boards, on the other, were endeavouring to supplement the existing supply of secondary schools, not a single one of these new schools would have been opened, at any rate in the smaller towns and rural districts under the County Councils. It is curious in this connexion to recall the debate in the House when the Act was passed. The main argument used to show the competence of the County Councils to carry out the new work to be imposed upon them was that, even under the limited powers which they had hitherto possessed, they had put up in the newly grown towns all over England over a hundred excellent secondary schools, and at the same time repaired, enlarged, or rebuilt the old country grammar schools and similar institutions. No sooner is the Act passed than the Board discovers that all these excellent efforts were not at all up to the standard which a Central Authority (not having to pay for them) considers essential. We can put our hand on whole counties in which the provision made under the Technical Instruction Act—which was considered, three years ago, quite adequate—would be entirely condemned in the light of the new regulations. The general line of the Board appears to be that a certain type of secondary school based upon that of some of our largest first-grade schools maintained by wealthy City companies is the only right one, and that, if small towns of, say, ten or fifteen thousand inhabitants desire to have a school, they must have one based upon these general lines, or else go without any aid from the South Kensington grants. The County Councils, in many cases, are prepared to take this risk and do without the grant; but, owing to the fact that the Local Government Board will not sanction their loans for any school unlicensed by South Kensington, they are not able to build a rural or semi-rural secondary school at all. Hence one unforeseen result of the Act, or rather of the power which it gives to South Kensington, is to stop the movement which has been going on during the last ten years for giving to the smaller towns some modest provision for higher education.

University of London School Examinations.

WE have already called attention to the scheme for School Examinations of the University of London, and we are pleased to learn that under the new and modified Regulations it has been adopted by many of the leading London schools, both for boys and girls, and has given general satisfaction. For the benefit of governing bodies we may describe the procedure. A school desiring to enter candidates for the School-leaving Certificate must pay a fee of £5, which covers the cost both of inspection and of the oral examination. If the course of instruction has been approved by the University, candidates may either take at school the Matriculation Examination papers or papers of equivalent difficulty adapted to the school course, or else they may take special advanced papers. If they pass in the first, they will be registered as matriculated students of the University. If they pass in the second, they will, in addition, be awarded a Certificate with Distinction. The fee per student is £2, and an additional charge of £2 will be made for each special advanced paper set at a school.

Insanitary Schools.

IF Sir George Kekewich would learn a little self-control and sweet reasonableness, his criticism on the Government Department that manages to do its work in spite of his resignation might be more useful. When Sir George tells us that he would rather children ran wild in the streets than learn in hundreds of schools whose buildings are unsuitable, we wonder whether he attempted any reforms at all during his reign. But this remarkable statement is meant as an attack upon his former masters. An inspector reports a school to be grossly insanitary and demands expensive alterations. When news of this reaches the managers a deputation "politically important and denominationally influential" arrives to interview the Vice-President, who promptly gives way, and the offending report is suppressed. The result of this policy is, according to Sir George, that

inspectors have ceased to condemn insanitary buildings under voluntary managers. A Government servant is, of course, to a certain extent gagged; but it is hard to understand how Sir George could continue to hold office under successive Vice-Presidents without causing a protest to be made at least indirectly. Condemnation from a retired official is not very convincing.

WE are bound to give a respectful hearing to Dr. Horton. A word of protest from him has more weight than pages of fiery denunciation from Dr. Clifford.

Dr. Horton in the Police Court.

From the point of view of education, we have supported, and we do support, the Act of 1902. We are sincere in our regret that religious animosities should have been so aroused that the successful working of the Act is, in many places, hindered. Dr. Horton is, undoubtedly, equally sincere in his fight against "what he believes to be wrong, against the interest of his country, and against the law of God." "They who protested that day," he added, "would be on the side of England and righteousness in the future." Doctor Horton goes on to say that, if they could appeal to the country as that day they were appealing to the magistrates, they would be able to convince every one of the reasonableness of the protest. Surely, in these days of daily newspapers, there is no difficulty in appealing to the country, and the papers have already given adequate space to the doings of "passive resisters." We do not like to charge Dr. Horton with exaggeration. We wish we could convince him of what we feel sure is the truth—that the Act of 1902 is not an attack upon Nonconformity, but is, on the contrary, a considerable step towards religious equality in education.

THE report of the Inter-Departmental Committee appointed to examine into the alleged physical deterioration of certain classes of the population will be read by schoolmasters with great interest.

Physical Deterioration.

The recommendations seem to us to be sound and practical—a result, perhaps, of appointing on the Committee men who are not "experts" but who are capable of dealing with and assessing at its proper value the evidence of experts who were called as witnesses. It is reassuring to find that the general conclusion of the Committee arouses no alarmist feelings. As was to be expected, the use of tobacco by young children is strongly condemned. Few persons who have not read the evidence would believe how prevalent the practice of cigarette smoking has become. So convinced is the Committee of the danger from this source that legislation is recommended to prohibit the sale of tobacco and cigarettes to children below a certain age. The effect of legislation of this kind depends very largely upon its support by a healthy public opinion; and it is not to be doubted, in spite of the wild unwisdom of Mr. Labouchere, that the general sense of the nation would support legislative interference. There seems no reason why the police should not be empowered to deal with young lads smoking in the streets.

DR. MACNAMARA is to a great extent responsible for the view expressed by the Committee that the Local Authorities should deal with the question of underfed children. And he is earnestly supported by Sir John Gorst, who, further, has spoken strongly on the same subject at the Cambridge meeting of the British Association. Children must have reasonable nourishment for their bodies if they are to profit by the education that the State gives them. And it is no less important from the national standpoint that they should be so fed that they may become healthy and wholesome men and women. In the towns the absence of pure air makes the feeding problem all the more acute. If the Local Authority is to see to the proper nourishment of young children, it will have to examine closely into the circumstances of the parents and to have power to punish when parents neglect their children. The man who won £10 on a horse-race and spent it in drink while his little daughter was dying of pneumonia for want of proper attention and care is surely as guilty and deserving of punishment as most of the criminals that come before the judges. An Englishman resents inquiry into his private life and circumstances; but this will have to come if the State is to undertake the feeding of his children.

Underfed Children.

THE report deals with many other proposed reforms too numerous to be mentioned here. We will hint at a few of those that especially concern school life. Teachers should be trained to give rational instruction on the laws of health so as to combat the degeneration caused by the use of alcohol. Girls should be taught how to cook and how to manage infants. Physical exercise should be the care of the school managers as much as intellectual instruction. Children should be medically examined and "surveyed" at regular intervals. There is one recommendation that will meet with opposition. The Committee suggest that the power of the law might be invoked to make it possible for a child under the age of fourteen to be exempted from partial attendance at school on no other condition than that of continuing to attend school up to a later age for certain specified periods and for certain subjects of instruction. It would be excellent if we could ensure attendance at "continuation schools" up to the age of seventeen or eighteen, and, indeed, such attendance for so many evenings a week might be made compulsory; but this attendance ought to be an addition to the present day-school code, and we doubt whether the Committee's suggestion to lower the age of compulsory attendance will meet with much support.

The Leaving Age.

THE *Monthly Review* has given us an authorized version of Mr. Mackail's address to the Classical Association at Oxford, to which the summaries in the press (ourselves included) did bare justice. The comment that passed from mouth to mouth outside the Examination Schools was "Fireworks!" and it is true that the address has all the brilliance of a pyrotechnic display. But, though his hearers may have been dazzled, his readers will be more impressed by the "dry light" of reason, the radium which spontaneously gives forth coruscations of wit and humour. The article must be read as a whole. It does not lend itself to analysis, and extracts disjoined from the context would be likely to mislead. Thus the confession of faith that Greek and Latin literature are the fountain light of all our being, that "the classics include certain specific things which are unique in the world, and without which human culture is, and always must be, incomplete," would seem to stamp the author as a classic *pur sang;* but on the opposite page we read: "Two-thirds of the study of the classics is vitiated by that very narrowness of outlook and over-specialization of research which is the defect of science as an educational instrument"; and, "The objections which may be urged against science or modern languages as preponderating elements of education are no less applicable to Greek and Latin as they are often [add: "in nine-tenths of English schools"] taught

Mr. Mackail on Greek and Latin.

and studied." Mr. Mackail is clearly not one of the head masters who "have no soul for anything above Latin and Greek," to quote his own double-edged epigram. He is a Government official, and we may all—whether classicists or moderns—find comfort in his prophecy of things he knows:—"In any scheme aided and supervised by the State linguistic and literary training will henceforth bear its part—will neither be ignored nor squeezed out."

LOCAL AUTHORITIES.

Norfolk.

THE best method of aiding secondary schools is at present exercising the minds of many Education Committees. Some appear to be emulating the Board of Education in the intricacy of their regulations and in the elaborateness of the calculations for fixing the grant. Others again prefer to make an end of the matter by giving annually a lump sum. The matter is, of course, complicated in many districts by the character of the scholarship scheme. In this connexion the regulations of the Norfolk Education Committee, as set out in their Directory just published, seem to be excellent. Secondary schools in the administrative county of Norfolk, not carried on for private profit, and satisfying the requirements of the Education Committee, may claim, on account of the children of residents in the administrative county who have regularly attended school, a grant of £2 per head per annum for pupils (exclusive of county scholars), provided they receive efficient instruction. The ordinary school registers will be taken as evidence of the attendance of pupils, and the report of the yearly examination of the school by the Cambridge Syndicate, or other approved authority, will be taken as evidence of the efficiency of the instruction. On junior and intermediate county scholars £5 per head per annum will be paid in addition to the school fees paid by the scholars from their scholarship money. Further, for new buildings and fittings, grants, in no case exceeding half the cost, may be given, provided the other half is raised locally by rate or subscription. The rooms or plant so provided will be at the disposal of the Education Committee, free of charge, for the purpose of evening classes, an allowance being made for cost of gas, fuel, and cleaning. But the most important and interesting regulation is still to come. It is as follows:—"Where it is considered that the fees chargeable in a school, the number of Norfolk pupils likely to attend, the grants to be earned from the Board of Education, and any other source of income, do not bring the average revenue up to an adequate amount, the Committee may grant further aid to increase the salaries of the instructors, provided that the services of the instructor may be available, if needed, for evening classes." The principal object of this additional aid grant is, we are told, to enable schools to secure qualified and properly paid assistant teachers, and the Committee will require guarantees that the money is used primarily for that purpose.

Inspection of Secondary Schools.

IT is noteworthy that the Norfolk Education Committee do not propose to establish a staff of inspectors of secondary schools, and that as evidence of the efficiency of the teaching they are accepting, not the reports of the Board of Education, but those of the University inspectors. A full-dress inspection both by the University Syndicate and by the Board of Education is, however, an extravagance, and the relations in the future between the Universities and the Board of Education as regards the inspection of secondary schools form an important subject for discussion. The recent report of the Consultative Committee is at least clear on one point—that there should be an intimate connexion between the examination and the inspection of secondary schools. Examination without inspection is ineffective, and inspection without examination is incomplete, supplying insufficient *data* for a correct judgment of the work of a school. Therefore, it looks as though the Board of Education must either take cognizance of the school examinations, or must leave the educational inspection to the Universities and content itself with the administrative inspection of finance, buildings, drains, &c. However the question is settled, we trust the principle of two reports, one for the public and one for the teachers—already accepted by the London University—will be firmly established.

Kent.

IF we may judge from various newspaper paragraphs, the county of Kent, in regard to elementary education, is in a state of considerable unrest. Managers are inveighing against the over-centralization of the Education Committee, and in some cases are actually refusing to assume the shreds of administrative power which are left to them. On the secondary side, however, all is peace and quietness. We note in the Fifth Report of the Committee that a considerable devolution has been decided on as regards higher education. £14,000 is to be distributed among urban districts with almost complete autonomy. Schemes of expenditure will, of course, be submitted to the parent Committee, which will be represented on the Local Committees; but the conditions imposed are generally by no means onerous. For rural districts the corresponding sum is £7,100. A special feature of the scholarship scheme is that six higher scholarships are to be given to intending secondary teachers. Kent is the happy hunting ground of the private-school head master, who will, no doubt, be pleased to learn that county scholarships may be held at private schools. The Secondary Sub-Committee complains of the serious lack of funds for such important objects as (1) the building and equipment of new secondary schools, (2) the improvement of existing buildings and equipment, and (3) the adequate remuneration and prospects of the teaching staff. The Sub-Committee appears to be very sound on the last subject. "At present there is no regular scale of salaries for the teaching staff [of secondary schools] and no attempt at a general pension scheme; and salaries depend in many cases upon the income of the school from year to year." The Sub-Committee recommends an initial salary for Column B teachers of £150, rising by annual increment of £10 to £200, with additional remuneration of heads of departments in large schools. The Sub-Committee also "feel that a pension scheme for assistant masters and mistresses in secondary schools is highly desirable."

West Riding.

IN accordance with the promise given last month, we proceed to the further consideration of the West Riding Report on Secondary Schools. An examination of the statistics so bountifully supplied reveals the most astonishing disparities in respect of secondary education in various parts of the Riding. Thus, the proportion of children attending secondary schools varies from 1·21 per 1,000 in the district of Wetherby (population 13,249) to 25·16 per 1,000 in Ripon (population 13,380), the average for the administrative area being 3·7 per 1000 and for the county boroughs 5·1 per 1000. The corresponding average figures for accommodation in *all* secondary schools are 6·0 and 7·7 respectively. For public secondary schools the actual attendance in the West Riding is only 3·3 per 1000, as compared with 13·07 in Massachusetts, 5·66 in Westphalia, and 4·83 in Wales. The report very properly insists that one of the greatest defects of secondary education in this country is the shortness of school life; between one and two years appears to be the usual time in the West Riding. At the Schools of Science at Todmorden and Heckmondwike no fees are charged; at Ilkley Grammar School the average tuition fee is £13, and at Pontefract it is £10. In settling the curricula, it would seem that "a truly educational aim has seldom been the guiding motive." We hope next month to deal with the very interesting information relating to the teachers in West Riding schools.

PUBLIC SCHOOLS.

THE term "public school" as at present used is a remarkable instance of that well known philological law by which conspicuous specimens of a class attract to themselves the name of the whole class and finally deny the other members of the class all claim to the name which was originally common to all. There was absolutely no distinction in point of legal foundation, in point of educational status, or in their other relations to the public between the so-called "public schools" and the public schools now contradistinguished from them as "grammar schools": there is no difference in essence between Winchester and Wem, between Eton and Ewelme, between Harrow and Houghton Conquest. The parallel between Eton and Ewelme is exact. Each was founded as a free grammar school and an almshouse, for thirteen poor men and a limited number of poor scholars to be maintained, and all others coming to be taught freely, without any exaction. The only difference was that, while Eton was founded by a king and provided for a larger number of scholars on the foundation, Ewelme was founded by a duke and provided for a smaller number; but Ewelme had the advantage in antiquity, being founded in 1437 and Eton in 1440. Both would have been equally described by their founders and the men of the day as public schools. Yet we can imagine the indignation of the present-day Etonian at being put on the same footing as the Ewelmian (if there is such a thing) as equally public-school boys or equally grammar-school boys.

The word "public school" undoubtedly means, in its original use, simply a public school, or, as it is sometimes phrased, a common school—a school open to the public, either the general public or a particular section of it, such as the sons of inhabitants of a particular area. It is difficult to say how far the term also had an implication of public management or control about it. The term is not very frequently found in the documents which have come down to us, since, in point of fact, in historical times all mediæval schools were under public control, for no one could keep a school of any kind without the licence or against the will of the Ordinary, that is, the ecclesiastical person who had the immediate ecclesiastical jurisdiction or held the court of first instance for the district in which the school was situate. The actually earliest use of the word "public school" known to the present writer is in the Capitularies of Lewis the Pious, the son of Charlemagne. The bishops petitioned his Highness the Emperor Hlodowic that, following his father's example, "public schools ["publicæ scolæ"] should be established by his authority at least in the three most appropriate places in the Empire." The capitularies of Charlemagne and Lewis and their successors are full of references to the schools and to the duty of the bishops to see that they were maintained in their cathedral cities in connexion with their cathedral churches. A struggle was going on between the monastic and the secular clergy, and it is probable that the demand for public schools was part of the antagonism to the monastic schools, which were private schools, and legally confined to young or intending monks, and not intended for the admission of outsiders. They were hardly, in fact, schools at all in the modern sense.

The earliest instance yet produced of the use of the term for a particular school in England is in the year 1364, when William of Edyngdon, predecessor of William of Wykeham in the bishopric of Winchester, wrote to the Prior of Canterbury to get him to restore the property of one Hugh of Kingston, who had been master of the almonry school established about half a century before in the monastery, and had been persuaded by the people of Kingston to leave Canterbury, apparently without due notice, to teach the school at his native place. The latter says that "the Bishop's parishioners at Kingston [Surrey was then in the diocese of Winchester] being without a master to teach the boys and others coming to the town, where a school had been accustomed to be kept, had made an agreement with him to undertake the instruction of the boys and other scholars in the said town, and keep the public school ('publicas scolas gubernaret')."

In 1437 the clergy of Lincoln Cathedral were ordered to attend the public school ("publicas scolas") and learn effectively; and this is only a repetition of five orders scattered through the previous century, and continued up to the Reformation, about the same school. It was called indiscriminately the Grammar School of Lincoln, the Great (or High) Grammar School, and the General Grammar School of the City of Lincoln, to distinguish it from the private school which the Dean and Chapter had lately set up, in which a special master taught the cathedral choir boys only the elements of grammar and singing, an edict being issued at the same time against any one teaching grammar, music, or any of the liberal sciences in any private school. This public school still lives and thrives as the present Lincoln Grammar School.

In a fifteenth-century MS. in the British Museum there is a solemn discussion whether it is better for boys to be brought up at home or in public schools ("publicis scholis"). The same question is discussed in a Latin theme by Christopher Johnson a famous Head Master at Winchester in 1564. In 1503 we find the good people of Bridgenorth making an order that no priest shall keep no school, save only one child to help him to say mass, but that every child to resort to the common school" on pain of a fine of £1. "Common," of course, means public, as in the phrase, "Book of Common Prayer." Thus, in 1557, when Cardinal Pole held a visitation in the diocese of Canterbury, one of the articles was "whether the common schools be well kept," which is paralleled by Archbishop Whitgift's articles in 1583, "a general examination to be taken . . . of all the schoolmasters, public as well as private, with order that such as be unsound may be removed." In 1604 an Act of Parliament directed that no one should keep any school without licence of

(*Continued on page* 600.)

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the Ordinary "out of any of the universities or colleges of this realme, except it be in some publike or free Grammar Schoule." And the Act of Uniformity in 1662 made "every school master keeping any publique or private schoole" subscribe a declaration of conformity. In 1695 Archbishop Tenison directed the bishops of his province to "take all possible care that there be good school masters in the several public schools" within their dioceses; and it is clear that the reference is to secondary schools, as the order goes on: "that so in the education of youth, especially such as are designed for holy orders, there may not be an ill foundation laid."

In 1712–13 a payment was made by the Governors of Sherborne School "for gilding an inscription over the Court door," which runs:

Edwardi impensis patet haec Schola publica Sexti
Grammaticae cupidis nobile Regis opus.

Whether the inscription was first written then, or whether an Edwardian inscription was being regilded, it is clear that the Governors definitely dubbed Sherborne a public school. So, in 1742, the Governors of Camberwell Grammar School recorded their recognition of the benefit conferred by the then Head Master on "this publique school." On the other hand, there is no distinct reference to Winchester as a public school till 1731, when a certain Mrs. Osborn tells how she entertained "Dr. Burton, the Master of Winchester School, and his 10 young noblemen's sons that live with him, for which he has £200 a year for each, and is as a private governor to them, and they also have the advantages of a publick school at the same time, which surely must be a fine way of educating them."

It is evident, therefore, that historically the term "public school" means simply an endowed school subject to public control as distinguished from a private school. It may be doubted whether there is any trace of the distinction between one kind of public school and another until the issue of the Public Schools Commission in 1860 and the passing of the Public Schools Act, 1867. The Act included only seven of the ancient endowed grammar schools—Eton, Winchester, Westminster, Harrow, Rugby, Charterhouse, Shrewsbury—marking them off as public schools *par excellence*. Yet the true title of the Act itself shows that there was no intention of defining these as the only true public schools; for it is "An Act for the better government and extension of *certain* Public Schools"—not of "the" public schools. Moreover, St. Paul's and Merchant Taylors' Schools had been included in the Commission, but were excluded from the Act because the Mercers' Company and the Merchant Taylors' Company claimed them as their private property—a claim which, if good, was inconsistent with the right of Parliament to deal with them as public schools.

A distinction might, of course, be fairly drawn between these schools, as the great public schools, and the others, though it is impossible to lay down exactly what should entitle a school to be called a great public school. But it is greatly to be regretted that any distinction should be attempted on a basis so unsound historically as that which would arrogate the title of public school to a few out of many grammar schools, all of which are, in fact, public schools.

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(*Continued on page* 602.)

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NOTES ON THE NEW REGULATIONS FOR SECONDARY SCHOOLS.

By T. L. HUMBERSTONE.

Prefatory Note.

REVIEWS of the new Regulations for Secondary Schools which have so far appeared in newspapers and educational journals have, for the most part, contented themselves with expressions of approval of the broad-mindedness which the Board has shown and of congratulation to secondary schools that the "tyranny" which South Kensington has exercised over these schools during the past ten years will in the future be mitigated, if not abolished. In submitting a few criticisms of a more technical character, I am not unmindful of the great improvements which are effected by these new Regulations in the relations between the Board of Education and secondary schools, of the more generous tone adopted towards those who have charge of these schools, of the greater recognition of the individuality of schools and of their ability to frame schemes of study best suited for their aims, ideals, and environment. As one of those who have most persistently criticized the old Regulations, it would be strange indeed if I did not recognize and feel grateful for these improvements. I hope to show, however, that my gratitude is mixed with a lively sense of the improvements which may still be effected.

Secondary Education.

One branch of the Board of Education (telegraphic address, "Secondary Education") is concerned with secondary education. There is a Principal Assistant Secretary, who is responsible for secondary education; the educational shibboleth of the day is Matthew Arnold's *dictum*, "Organize your secondary education"; and there was quite recently a Royal Commission on Secondary Education. It is, therefore, not a little curious that "the Board do not at present consider that any precise definition of the term 'secondary education' is immediately practicable." We are only told that originally the term had a meaning both logical and precise, which is

presumably indicated in the following somewhat cumbrous statement :—"It was that portion of the complete course of education necessary or desirable for the full intellectual development of the individual citizen which lay between the primary education beyond which circumstances forbade the majority of the population to advance and the tertiary education which succeeded and completed it from the age and standard of acquirement at which the scholar becomes a student, acquires rather than receives, and works with the fuller responsibility of adolescence and the more specialized scope required as a preparation for the occupations of mature life and the exercise of active citizenship." The possible criticisms of this logical and precise definition are so numerous, and at the same time so obvious, that to detail them would be to waste the time and insult the intelligence of readers. Every one will agree with the Board in their opinion of the "extreme vagueness" and "actual misuse" of the term "secondary education." But that would surely suggest that an official definition of the term is urgently required, and cannot be long delayed.

Secondary Schools.

Although the Board will not undertake to define secondary education, it does provide a definition of a secondary school; it comes at the beginning of the Regulations and is commented on in the prefatory memorandum: "For the purposes of these Regulations the term "secondary school" means a day or boarding school which offers to each of its scholars, up to and beyond the age of sixteen, a general education—physical, mental, and moral—given through a complete graded course of instruction, of wider scope and more advanced degree than that given in elementary schools." In a definition of this kind it is surely unsatisfactory to use the expression "up to" unless the corresponding lower limit of age is also given. But on this most important question the Board only pronounces that the secondary education "may begin at the age of eight or nine, or even earlier." If this is so, why is it not frankly recognized that education at an elementary school which has for its chief object the education of children leaving school at thirteen to fourteen is not the best preparation for the secondary school? Why not admit that free elementary education has had an unfortunate effect on secondary education, and that boys coming to secondary schools at the age of twelve or under are seldom, if ever, satisfactorily prepared? The provision of public preparatory schools, charging fees and with a plentiful provision for scholarships, with better teaching and a special curriculum, is one of the most urgent educational needs of the time. This is a very large subject, and I must ask to be excused if, in stating these conclusions, I am unable to set forth all the arguments.

A further flaw in the Board's definition of a secondary school is that it does not harmonize with the definition of a secondary school accepted in "recognizing" a school for the purposes of registration. This multiplicity of definitions is very confusing to the lay mind, and must be perplexing even to the official mind. It will inevitably happen in the future that there will be cases in which a school will be given recognition as a secondary school for the purposes of registration and refused recognition under these Regulations.

While on the subject of secondary schools, it may be well to note specially, and with approval, that the new Regulations apply to all types of secondary schools. When, a year or two ago, University College School was refused recognition as a grant-earning school, it was hard to understand on what principle the Board was acting. Still, I do not think it was wise to refer to the three grades of secondary schools as classified by the Schools Enquiry Commission of 1864 and the Secondary Education Commission of 1894. This classification is really out of date and worthless; it does not correspond with the facts. If the schools were plotted on a curve according to average leaving age of boys, there would not be found three distinct straight parts corresponding to the three grades. There is no very definite line of demarcation between schools of the first grade and the second grade, and still less between schools of the second grade and the third grade.

Types of School.

The Board further treats us to a homily on the function of each of the three types of school—the literary, the scientific, and the commercial. There is something bombastic about the statement that schools of the first type (*i.e.*, chiefly the public schools) pay "special regard to the development of the higher powers of thought and expression, and that discriminating appreciation of what is best in the thought and art of the world, in other ages and countries as well as in our own, which forms the basis of all human culture." Only in the public schools does the hard gem-like flame of culture burn bright; only there can the higher thought and expression be developed! But is all the pedagogic "jam" to be thus reserved for the literary schools? If we can accept the opinions of those speaking with authority, it has not been so in the past. Mr. A. C. Benson has told us, *ex cathedra*, that in public schools "the Athenian ideal—that of strong intellectual capacity—is left out of sight altogether. The intellectual ideal is understood to be a mixture of priggishness and pedantry." Mr. St. John Brodrick referred, the other day, to the "desert" of public-school education, and Lord Avebury has recently written an article in *School* to show how little he learned at Eton. "What a sham," says Prof. Laurie, "is the idea of culture for schoolboys through Greek! How can classical masters look parents and the public in the face with the dire secrets of the examination-room in their pockets?" The advantages of a public-school education are very real and very valuable; but they are not chiefly of the kind mentioned by the Board. As Dr. Johnson says: "At a great school there is all the splendour and illumination of many minds; the radiance of all is concentrated in each, or at least reflected upon each." And, again: "There is the collision of mind with mind." The wayfaring man (though a fool) would imagine that it should be one of the chief aims of every school to give a "discriminating appreciation of what is best in the thought and art of the world. . . ." According to the Board, however, the chief aim of the scientific type of school is "the training of the intellect towards understanding and applying the laws of the physical universe"; and, to continue this *diminuendo*, the aim of commercial schools is "the equipment of the scholars for practical life in the commercial and industrial community of which they are members." The evident bias which these statements show towards the literary type of education may work as much havoc as the former bias towards the scientific type. It is, indeed, the swing of the pendulum.

Subjects of Course.

The Board professes to be desirous of giving secondary schools greater freedom than hitherto to frame curricula of varying kinds, as may be required or rendered possible by local conditions. The case of elementary schools, we are told, shows how difficult it is, even after a generation of practical working, to reach any certain conclusion as to the relative efficiency of different subjects and methods. Yet, in spite of this, South Kensington seems to be resolved to climb its genealogical tree and to pass through those stages of development which Whitehall has long left behind. There must be not less than 4½ hours per week for English subjects, 3½ (or 6) hours to other languages, 7½ hours to mathematics and science, of which 3 must be devoted to science. The concluding Regulation, that "where two languages other than English are taken, and Latin is not one of them, the Board will require to be satisfied that the omission of Latin is for the advantage of the school," is interesting, because this is the first time that South Kensington has ever said "Latin"; but it is beautifully vague. In schools taking no Latin, but two foreign languages, German is usually begun at a late age. At what age does the Board think it desirable that Latin should be begun? Looking at the whole question of these detailed Regulations relating to curricula, one is inclined to ask what possible good purpose can they serve beyond providing for the officials at South Kensington a large number of problems on which to exercise their ingenuity? Their effect on head masters when compiling time-tables must be harassing in the extreme, and their value from the educational point of view is more than doubtful. Who will dare to state that it is good for *every* boy in a secondary school to devote, *throughout the whole of four years*, three hours weekly to science? It may be desirable that boys who have studied science for a year or two, and have derived little profit from the subject, or have shown a marked preference for literary subjects, should discontinue science. If so, why should the Board of Education prevent the school authorities from arranging accordingly? It seems to me that, if ele-

mentary schools are qualified to frame their curricula, secondary schools are entitled to at least as much freedom. No one would object if a few specimen curricula were published by the Board, but it seems hard to justify the policy of insisting on 4½ hours for this subject, 3½ hours for that, and so forth. In my view, a school should be allowed to state its aims, conditions of work, character of pupils, and to submit for approval the curriculum which appears to be most suitable. It would then be within the discretion of the Board to suggest, and even to demand, certain alterations as a condition precedent to the recognition of the school for purposes of grant-earning. Only the other day Sir William Anson suggested that head masters of secondary schools ought to enjoy a considerable degree of autonomy in the internal affairs of a school. Compared with previous Regulations, the new Regulations with regard to curricula are moderate and reasonable; but, at the same time, they are entirely unnecessary, and can have no good effect.

Examinations.

The Regulation on "external examinations," which states that "a pupil in the first or second year of the course may not, except by express permission of the Board, sit for any external examination except one which comprises the whole school, or one held solely for the award of scholarships and exhibitions," is in many ways unsatisfactory. The immediate effect of this Regulation would appear to be that, whereas formerly second-year pupils entered for Oxford and Cambridge Local Junior Examinations, they will in future, in ordinary circumstances, not be allowed to do so. Head masters will have to explain that the examination results of the school are not quite so good as usual because under the new Regulations the Board will allow some boys of fourteen to fifteen years of age (*i.e.*, those in the third or fourth year course) to sit for the Junior Examinations, but will not allow other boys (perhaps of the same age) to sit for the same examination. If the Junior Examinations are suitable for boys, they should be allowed to take them, independently of what year of the course they happen to be taking. It is unfortunate that the Report of the Consultative Committee on School-Leaving Examinations was not published before these Regulations, for nothing is more urgently needed than a clear policy on the examination question.* It would be out of place to discuss the whole question of examinations in secondary schools. There is, however, a considerable body of opinion in favour of the external (or partly external) appraisement of the work of a school. Reports of external examiners often reveal faults which would otherwise pass unnoticed; and the public demands—and rightly demands—some guarantee of a boy's intellectual attainment. Since many boys leave secondary schools at sixteen, it looks as though the Junior Examinations must still be held, and, if held, why should not every qualified boy be allowed to enter?

Special Courses.

It is a matter for extreme regret that, owing to the fact that the Board could not generally give grants equal to the old School of Science grants, the vicious regulations for Division A schools—condemned by Sir William Anson, Mr. Headlam, Mr. Arthur Acland, and, indeed, by every one who has given any consideration to the matter—are perpetuated under the specious title of "Special Courses." One important change has been made: the average age for the commencement of this special course has been raised to thirteen, whereas formerly it was about twelve. Many Division A schools will consequently not be able to come under the "Special Course" regulations. In any case, the present grants for existing Division A schools may continue for two years to such schools; but after that time these schools may be forced to receive less grant than they formerly received under the Division A regulations. This seems very hard on a school; it may have the result that the salaries of masters, already too low, will be further diminished. The only solution appears to rest with the Treasury—to raise considerably the grants under the ordinary regulations. In the case of schools accepting the "special course" a considerable loss of grant may also result through the raising of the lower age limit, and in many cases schools will find it more profitable to accept the ordinary regulations. The "special course" regulations retain the thirteen hours minimum for mathematics and science, and its attendant evils. Manual instruction is obligatory for the first two years of the special course, but for the ordinary course it is only "desirable."

Registration.

The Board has made no alteration in the system of registration which it has imposed on secondary schools. For each "year" there must be a special register, and, at the commencement of each morning and afternoon session, the attendance of each pupil must be notified by a stroke and the absence by a o; the attendances must then be added up, checked, and initialled. This work has to be done by the teachers at precisely the most important times of the day. Now there have been very many ways of recording attendances at secondary schools. In a boarding school, for example, the infirmary list generally gives sufficient information from which the registers could be kept. No method is more cumbersome and provoking than the one adopted by the Board. It is not as though the exact keeping of the register were in itself a matter of supreme importance. Under these new regulations the only object is to discover which boys have made 80 per cent. of attendances during the year. There is therefore a very strong case for allowing a school to adopt any satisfactory system of registration it pleases.

Grants.

The grants payable for the ordinary course are 40s. on each first-year pupil, 60s. on each second-year pupil, 80s. on each third-year pupil, and 100s. on each fourth-year pupil, who makes 80 per cent. of the maximum number of attendances. Here, again, a variable grant appears to serve no useful purpose. What is really wanted is a fixed grant for all pupils over a certain age. It might be subject to diminution if the pupils pay high fees, or on account of endowments, or it might for financial reasons be necessary to limit the payment of grant on any particular boy to four years.

As to the general principle there can be no doubt. Variations in grant introduce all kinds of uneducational influences into a school: for example, boys deficient in intelligence may be promoted in order that they may earn a larger grant. The object of the Board in arranging these variable grants is quite apparent. It desires that pupils may be retained to the end of the four years. But head masters will always urge a boy to remain at school if they think it is for the boy's good; a bribe from South Kensington in the great majority of cases makes no difference at all. Another effect of these variable grants is that the total grant may vary from year to year. Differences in the relative number of boys in each "year" of the course make a considerable difference in the total grant: yet the school is not to blame because the proportions of boys in each year of the course vary from year to year, and the cost of up-keep of the school is not affected. Many difficult questions will arise under the present arrangements. Suppose, for example, a boy on joining the school enters the third-year course. Will he be allowed to remain for three years in the fourth-year course so as to complete the four years? Another serious matter for criticism is the provision that only pupils making 80 per cent. of the attendances will be paid on. This means that for a boy leaving in the middle of a school-year no grant will be paid for that year; and similarly on a boy entering in the middle of a school-year. And no grant will be paid on a boy who is kept from school by his parents for periods amounting to seven or eight weeks in the school-year for reasons other than illness. This will rule out all the regular irregulars. The arrangement is not sensible, and it is not fair to schools. A much better basis for calculating grants is on average attendance; but even this method favours the larger schools where many economies can be effected, and it also favours the well endowed schools. If it is not possible to give a block grant to each school with deduction on account of endowment, *plus* a fixed grant per pupil in average attendance, it would be better to adopt the fixed grant alone rather than retain the present arrangement.

It will be interesting to see what supplementary grants are actually paid for the "special course" schools. If these grants are kept low, it will be easier to abolish the special course grant, and so attain to one uniform system.

Meanwhile, every effort must be made to secure higher grants throughout. Mr. Arthur Acland thinks the State should pay at the rate of £8 per head on pupils in secondary schools,

* In July, since the present article was written, the Report of the Consultative Committee on School-leaving Examinations has been published. It throws no light on the subject under discussion.

which is about double the present average rate of grant. The legislature, in its unwisdom, has placed the cost of the training of pupil-teachers on the secondary education funds, and, consequently, Local Authorities are finding that their efforts to improve secondary education are crippled from want of funds. There is, therefore, a very strong case for the more generous treatment of secondary schools.

The Teachers' Register.

There is one omission in the new Regulations which deserves special mention. It is the provision which was contained in the superseded Regulations that teachers in secondary schools under the Board "must be registered in Column B of the Official Register of Teachers, or must possess such other qualifications as may be required by the Board." The Teachers' Register may not be a very vigorous bantling, but it has a right to the consideration of the Board, since the Board was "consulted" before the Order in Council was issued. It would help matters forward very considerably if the Board would insist that the head master and a certain proportion of the assistant masters of grant-earning schools must be registered.

CORRESPONDENCE.

THE RELIGION OF THE SCHOOLBOY.

To the Editor of The Journal of Education.

DEAR SIR,—A colleague has called my attention to your "Occasional Note" (August) on the "religion of the schoolboy," and prompts me to ask on what grounds you identify with Eton the school from which, in the *Contemporary Review* for July, a "Schoolboy" wrote a very sensible and rational answer to Mr. Weisse's well meant but vague and undiscriminating impeachment of "schoolboy religion" in the May issue of the same review.

On the subject of these articles I do not wish now to say much more than that I am amazed at the ease with which they summarize and classify the most secret and intimate convictions of that most reticent class of human beings, English schoolboys. After forty years' experience I feel less confidence in my judgment of their hearts, and, when I recognize how different are different houses and different boys in the same house, and the same boy at different times, I hesitate to strike averages and label classes with the precision that comes easily to Mr. Weisse.

I agree with him that the unwritten laws of fashion and etiquette, "Do as others do," "Never offend public opinion," are very strong—generally too strong—and sometimes override the dictates of religion. But it seems to me exaggerated to say that religion is doing little or nothing for schoolboys, because they are not all good; as well may you say that dinner might be abolished because all your boys are not healthy, robust, and full-grown. Does their daily food minister to their daily growth? Are they gradually strengthening? These are the points to watch, and schoolmasters who are wise will be stirred to more care and adaptation by Mr. Weisse's righteous indignation, while those who are foolish will only take offence at his hasty summaries.

To come back, however, to my point—the reply of "Schoolboy" in July. This you disparage, though I do not myself see how any answer to sweeping generalities could be other than "incomplete and ineffective"; and you then say that his school "is easily identified with Eton." I do not know whether you have any private knowledge of the writer, or whether he purposely disguises his account, but at his school "the services" are "read over with droning indifference": at Eton the reading of the Conducts in the College Chapel is quite remarkably good. At his school the Litany is read through every Sunday without any music: in Eton Chapel it is used alternate Sundays only, and never—week-day or Sunday—is it "read without music." At his school there are two other services on Sunday—one ending with a sermon and one with part of the Communion Service: at Eton this is not the case. At his school the Head Master was once compelled to request the school to "remain kneeling in silent prayer" after the service: this has not happened in Eton Chapel within living memory. In his school the sermons are "dull and uninteresting," and "delivered, as a general rule, by masters": at Eton the pulpit was occupied last half by preachers like Bishop Welldon and Bishop Gore; and, by a strange coincidence, it was this very morning (but before I had seen any of these articles) that an old boy said to me that "the sermons at Eton had spoiled him for any sermons since." As for extempore sermons, I do not agree with a "Schoolboy" and myself prefer them written: yet few Etonians doubt that, though we are privileged to hear most of the great English divines here, no preaching of late years has been so effective as that of some of the assistant masters in Orders, and certainly not the least striking of these is what "Schoolboy" would call "extempore.' Lastly, for any one writing from Eton about the religious influences of the place, it would seem impossible to dismiss so lightly the preparation for Confirmation, or to omit all mention of the voluntary evening services of preparation for the Holy Communion which of late years have taken deep root in the life of the place and have been most hopefully adopted in other schools also.

Unless, then, these divergences are a purposed disguise contradicted by your private knowledge, I think you must be mistaken in your attribution. The matter is hardly worth notice, and corrections are generally undesirable; but my colleague says that your paper "is the recognized organ of educationists, and the tone of your 'Occasional Note' is, to say the least, derogatory." I am, therefore, prompted by my respect for you to address this over-long letter in case you should care to revise or withdraw your conclusion.—I am, Sir, yours obediently, H. E. LUXMOORE.

Eton College, *August* 3, 1904.

[Mr. Luxmoore convinces us that our conclusion was not justified, and we withdraw it unreservedly—with less regret, however, than we should otherwise feel, since it has provoked such a ripe and well balanced judgment.—ED.]

INCORPORATED ASSOCIATION OF ASSISTANT MASTERS.

[*The Executive Committee of the Council of the Assistant Masters' Association, in accordance with a resolution passed on December* 8, 1900, *adopted as a medium of communication among its members* "The Journal of Education"; *but the* "Journal" *is in no other sense the organ of the Association, nor is the Association in any way responsible for the opinions expressed therein.*]

IF we are to have a continuance of the July weather, it is perhaps as well that we are to go North for the September meetings. There is important business to be done, and the air of the North will supply the energy that will be needed. That there will be a good attendance is to be hoped, if only to show in the best posssble way our members' appreciation of the invitation so cordially given by the West Riding Branch.

The Council will have to consider the proposal for federation. This is a big subject, and we must walk warily. The wisdom of some form of federation will not be doubted by many, but the means by which the federation is to be attained must give ground for grave consideration. Our Association must be careful to retain its own individuality, and to secure proper representation on the Council of the Federation. Not less important as a subject for consideration is the new issue of Regulations for Secondary Schools. The many alterations in the requirements in time tables and curriculum and the general tendency to elasticity shown will attract attention, while to an Association of Assistant Masters the omissions from the Regulations are of such a nature as to call for comment. The assistant master is not to receive a salary graduated according to the amount of grant earned, and he must not engage in any other occupation that may impair his efficiency in his school work. But nothing is said as to the necessity for regular schemes of salaries, nor is the crying need for pension schemes emphasized.

The Board of Education has issued a memorandum of suggestions for a scheme of school certificates, these suggestions being the result of the deliberations of the Consultative Committee. The Consultative Committee has already held conferences with representatives of various Universities and other bodies concerned, and the Board is now desirous of obtaining an expression of views from such bodies on the important issues involved. The Association has been requested to consider the suggestions, and the question will be before the Council. Of the importance of the subject there can be no doubt, and a full consideration must be given before any reply is sent to the Board. That a cast-

iron system of examination should be imposed by a Central Authority is by no means to be desired and is apparently not contemplated. A point that will naturally attract the attention of the assistant master is the relation between the teacher and external examiner and the extent to which these two should co-operate in the examination. The extent to which representation on any Examination Board should be accorded to teachers is another question of interest. Anything that tends to make the certificate a guarantee that the recipient has received a sufficient education, and not merely a training in the art of passing examinations, will be a gain, and this is perhaps best secured by a judicious blend of inspection and examination, the school staff assisting in the examination.

The subject of school certificates will also be to the fore at the meeting of the British Association at Cambridge. Representatives of the I.A.A.M. will attend, and a good number of members will also be present. Probably they will be able to make useful contributions to the discussions on this and other subjects before the Education Section.

Attention has been directed lately to the length of holidays in secondary schools. Local Authorities charged with the control of elementary and secondary schools are beginning to ask why secondary schools should require longer holidays than elementary schools. It is a matter which assistant masters may well consider.

COLONIAL AND FOREIGN NOTES.

FRANCE.

Intellectual Work and Longevity.

In Germany, profoundly curious in so many directions, Herr Knöpfel has proved, at least for Hessen, that schoolmasters die sooner than other people. Without wishing to cause alarm, we may express our belief that the fact, in general, is so; although the extent to which the thread is shortened for them is very small. Brain work does not in itself tell against longevity; but the teacher's work causes a nervous strain from which some constitutions suffer great injury. As to the effect of study, and particularly of early studies, in abridging men's days, we have always been sceptical, and we are confirmed in our doubts by a chapter of experience in France. There has been frequent complaint that the pupils of the Ecole Polytechnique and of the military school at Saint Cyr are overworked, and it has even been urged that two years' service with the colours is necessary for their recovery from mental fatigue. A distinguished mathematician, a professor at the Ecole Polytechnique, has studied the question in reference to the establishment at which he is employed. Using the insurance offices as his authority, he finds that up to the age of sixty-six mortality among the *polytechniciens* is about the same, or, if anything, rather less, than among the general body of the insured; whilst after that age, when most of the *polytechniciens* are on the retired list, they reveal a marked tendency to longevity. On the whole matter the truth would seem to be that exercise is as indispensable for the intellectual powers as for the physical, and that what is called overwork will generally be found, on investigation, to be work under unhealthy conditions. In any case, death is not to be cheated by idleness.

How the Nineteenth Century was characterized.

"Various names," says M. Levasseur in the *Revue pédagogique*, "have been proposed to designate the nineteenth century, such as the 'Age of Steam,' the 'Age of Machinery,' the 'Age of Science,' the 'Age of Democracy triumphant,' and so forth. The 'Age of Popular Education' is assuredly one of the titles that it merits." He establishes his proposition by means of figures, the most valid of arguments in such a case. His table shows the number of pupils in the principal European countries who were receiving elementary education at two periods about a quarter of a century apart. As it is a convenient summary of achievement, and yields some comfort, we reproduce it, premising that in England the great Education Act had not made its full force felt during the earlier period:—

NUMBER OF PUPILS (EXPRESSED IN THOUSANDS) ATTENDING ELEMENTARY SCHOOLS.

	1872–7.	1900–2.
Austria	2,134	3,692
England	2,221	4,732
France	4,050	5,550
Italy	1,722	2,682
Netherlands	388	746
Norway	270	332
Prussia	3,900	5,681
Russia	799	4,193
Sweden	572	747

It is often contended that statistics will prove anything. Yet, if education makes for progress, it were hard from these figures to demonstrate that European civilization was retrograding in the period to whic they refer.

A Little Reform that was needed.

But we must restrict ourselves in this note to France. A ministerial circular puts an end to an abuse for which an end was desirable. The law of 1892, regulating the employment of infant labour, forbade the engagement of children under thirteen at any theatre (without a special licence), or *café-concert*. The Minister of Public Instruction now informs the prefects that the licence is only to be issued in the case of a theatre when the piece absolutely requires a child to appear, and never in the case of a *café-concert*; for so the text of the law, as it was drafted, prescribes. One needs not to be an enthusiast for education in order to approve his action. Even Dean Swift, if he were alive, would hardly think a baby improved by being shot from a cannon through tobacco smoke and the fumes of alcohol. The performances at *cafés-concerts* are frequently dangerous, and the atmosphere is always in every sense unhealthy.

An Election to the Forty.

The Academy has elected unanimously—a thing not known for long—M. Emile Gebhart, Professor of Southern Literatures at the Sorbonne and a member of the Academy of Moral Sciences, to fill the place of the late M. Gréard. It is pleasant to know that the new Academician is interested in the science as well as in the subject-matter of education. His "Souvenirs d'un vieil Athénien" may have come under the eyes of some of our readers.

UNITED STATES.

The N.E.A. at St. Louis.

The National Educational Association has been holding its annual meeting, and this year the *rendezvous* was naturally at St. Louis, with its Exhibition as a gigantic object-lesson for the assembled schoolmen. Although a costly journey was involved for many of the teachers, the attendance was fully up to the average of previous years. These gatherings have come to have certain stereotyped features, among them Miss Haley, provocative of discussion and defiant of college presidents. She was urgent that teachers should organize and should co-operate with other organizations. Novel was the production of a witticism to enforce brevity of utterance: "The greater the spoke the larger the tire." To not a few it came as a surprise that the grant of money for which the spelling reformers asked should be refused. Simply as faithful reporters, we must state that advocacy of corporal punishment was more loudly cheered than any other sentiment.

The President's Address.

The subject of the President's address was "The New Individualism." He pointed out how the old American ideal of individualism had undergone change. Of a new and sane individualism the chief quality would be a return to the despised principle of authority.

And in education "the first lesson that a child should learn is respect for wholesome authority; and that system of education that fails to inculcate it, even though such inculcation may require the stern infliction of bodily pain, is sowing the seeds of death in the midst of our civilization. We have learned in the marvellous development of the scientific idea how freedom comes to the race in the utilizing of the forces of Nature, by obedience to the laws of the universe. With a similar humility and sincerity we must bow before the imperatives of the ethical world and glory in our obedience. Are we not ready to agree upon at least one plank of a universal platform—the child must learn the sacredness of law and the manliness of obedience. We need no longer fear the man on horseback, with such a motive for obedience." As in the school so it would be in the larger field of the State. "A crowning quality of the new individualism will be its recognition of the dignity of duty. We declare that the core of democracy is service. The good citizen is he who is socially serviceable. The finest individualism is that which embodies the highest qualities of all, not the capricious eccentricities of those who covet distinction by their radical differences from their fellow-men. It will not permit itself to be dominated by brute authority, but will bow its head in quick assent to the word of rational authority."

The Scientific Method.

It is not for us here to criticize President Cook's speech. We are conscious, however, of something reactionary in the atmosphere of it—of a certain tendency to return to the old position that the first thing to do with a child is to whip him in order that he may obey. But we pass on to another subject. The teaching of science naturally received a large share of attention at the meeting; and stress was laid on the fact that the pupils of schools need not only the *results*, but also the *methods*, of science. We quote in this connexion from the abstract of a paper read by Dr. Forbes, Dean of the College of Science in the University of Illinois:—"Along with the Nature study movement, a movement to make the study of Nature more natural, goes a less popular but equally important movement to make the high-school study of science more scientific. This movement is based on the fact that, as Huxley puts it, science is simply organized common sense—that the method of science is only a more elaborate and more

perfect form of the method of rational life. A knowledge and command of the scientific method is thus an important part of the preparation for life which should be the main object of the public school; and the scientific movement in education is a part of the general movement to bring the school into closer relation to the life of the community. What the common citizen especially needs is the ability to draw sound, general conclusions from his own experience, and to apply these conclusions to the regulation of his conduct; and this generalizing of experience and this practical application of its results is always done, if it is done well, according to the methods and rules of scientific investigation. The scientific method is, in fact, simply the method of right reasoning applied to matters of fact, and is thus most essential not in common practical pursuits, where, if one errs, his error is presently detected, but in matters of belief and practice, whose results cannot become apparent at the time. In political and social theories only the experience of generations and the ultimate welfare of nations can fully verify conclusions."

AUSTRALIA.

The Rhodes Scholarships.

The completeness of the success of the Rhodes Scholarship selections for the Australian States has been spoilt, writes our correspondent, by the trouble that has arisen in connexion with the Victorian choice, Mr. J. C. V. Behan, M.A., LL.B., of Trinity College (Anglican), Melbourne. A splendid scholar, a popular man, a son of the State-school system, Mr. Behan is no athlete, though always manifesting a keen sympathy with sport. Protests, public and private, have been made against the action of the local selectors in practically ignoring the athletic qualifications, and the matter is to be carried to the home trustees. It is a noteworthy fact, by the way, that all the three candidates in the final choice for Victoria (Messrs. Behan, H. Sutton, and E. P. Oldham) commenced their careers as State-school scholars; and two of them held State exhibitions enabling them to proceed to Melbourne University. The South Australian selection, Mr. Norman William Jolly, B.Sc., besides being an intellectual young giant, has a fine football and cricket record. The New South Wales choice, Mr. Wilfrid A. Barton, B.A., the son of Justice Sir Edmund Barton, also has a notable football record. Whether Mr. Rhodes contemplated that the son of a Justice of the High Court of Australia, possessing an income of £3,000 a year, should gain by his bounty remains an open question.

The Bible Lessons Question.

The "Bible in State schools" advocates in Victoria have taken their recent technical defeat on an appeal to Demos in good spirit, though they decline to abandon agitation by petition to Parliament and public meeting. They received early in July, however, an unpleasant snub from the Bent Government, when the latter declined their request for a detailed analysis of the voting at the Bible referendum on June 1. Their friends in the neighbouring State of South Australia are renewing their efforts to obtain a referendum analogous to the Victorian, despite the fact that the South Australian House of Assembly last year rejected by nine votes to twenty-two a motion, submitted by Mr. H. R. Dixon, M.P., to that end. The number of members of the Anglican Church in South Australia is about 108,000; only 22,000 are associated with the religious education movement.

The Adelaide Conference.

The valuable Education Conference at Sydney, held in April, references to which were made in the June number of *The Journal of Education*, has been followed by a very useful Teachers' Union Conference at Adelaide, at which the deficiencies in Australian educational methods were faithfully dealt with. South Australia is not an important State from the point of view of population, but she does her duty towards her children fairly well. She possessed in 1903 some 715 State schools, with 1,300 teachers guiding 61,977 scholars, whose average daily attendance was 42,752. The education costs the people £145,626, or £3. 8s. 1½d. per child in average attendance, made up as follows:—Management and inspection, 4s. 3d.; training college, 2s. 1¾d.; schools, £3. 0s. 3d.; compulsory clause, 4¼d.; teachers' retiring, 1s. 0½d. per child. There is, thanks to the foresight of the late Mr. Hartley, a complete ladder in South Australia from the Kindergarten to the University for the children of the poor.

Examinations Reform.

The professors of Melbourne University have, through Prof. Spencer, C.M.G., brought forward a complete scheme of examinations reform. The old "Matric." examination has been dropped, and a series of three examinations proposed—the outcome of conferences with Australian bankers and commercial men. These three examinations are dubbed the Primary, the Secondary, and the Higher Grade. The first is to be for candidates of fourteen or fifteen years of age, and to be similar in standard to the Cambridge Local Junior Examinations. In the second grade would be embraced a special commercial examination designed to test commercially useful attainments; and the third, or Higher, grade would be the real entrance examination to the Melbourne University. Prof. Spencer's scheme has not yet been adopted, but something of the kind is likely to be tried in Victoria. To add to the multiplicity of examinations may be bad policy. That portion of the Professor's proposal which provides for commercial examinations meets a great want in cities like Sydney and Melbourne.

Education and Empire.

At the inaugural meeting of the first branch of the Empire League, held in Adelaide in July, the following resolution was passed, on the motion of Mr. C. L. Whitham, seconded by Prof. Bragg:—"That it is desirable that all educational institutions of the Empire should be drawn more closely together for mutual pleasure and benefit."

CALENDAR FOR SEPTEMBER.

[*Items for next month's Calendar are invited. Matter should reach the Office, 3 Broadway, Ludgate Hill, London, E.C., by the 22nd inst.*]

1.—London University. Return forms for Matriculation Exam.
1.—Yorkshire College, Leeds. Return forms.
1.—Return forms for Oxford and Cambridge Preliminary Exam. for Holy Orders.
1.—Return forms for the University Colleges of Aberystwyth and Cardiff Entrance Scholarship Exams.
1.—Return forms for Birmingham University Matriculation Exam.
1.—Ireland, Intermediate Education Board. Send in applications for Examinerships (up to October 15).
5.—Glasgow University. Send in names for Preliminary Exams., Arts, Science, &c.; also for Bursaries.
5.—Royal Drawing Society. Course of Lectures by Mr. T. R. Ablett begins.
6–8.—College of Preceptors. Professional Preliminary Exam.
7.—Return forms for Victoria University, Arts, Science, Medicine, &c., Preliminary and Entrance Exams.
7.—Owens College, Manchester. Return forms with fees for Entrance Exams.
7.—Bangor University College. Latest day for returning forms for Entrance Scholarships.
8.—Edinburgh Royal Colleges of Physicians and Surgeons. Preliminary Exams. begin.
9.—Cardiff University College. Entrance Scholarship Exams. begin.
11.—Return forms for Entrance and Exams., City and Guilds Central Institute and Technical College.
15.—Return forms for Pharmaceutical Society Exams.
15.—Birmingham University Matriculation Exam. begins.
15.—London University LL.D. Return forms.
16 (about).—Edinburgh University. Send in names for Preliminary Exams. and University Bursaries and Faculties.
16.—Oxford Exams. for Women. Responsions, return forms.
16.—Durham College of Science. Matriculation Exam. Return forms.
16.—Victoria University, Manchester. Preliminary and Entrance Exams. (Arts, Science, Medicine, Music, and Law) begin.
17.—Durham Certificate of Proficiency Exam. begins.
18.—Durham College of Science Matriculation Exam.
20.—City and Guilds Institute, London. Scholarship Exams., Central Technical College and Finsbury Technical College.
20 (about).—St. Andrews University. Send forms for Bursaries, &c.
20.—Yorkshire College, Leeds. Scholarship Exam.
20.—Aberystwyth and Bangor University Colleges Entrance Scholarship Exams. begin.
22.—London University Intermediate and LL.B. Return forms for January Exams.
22.—Durham Preliminary Arts Exams. for Medicine and Science begin.
22.—Post School News, items for this Calendar, &c., and Advertisements for the October issue of *The Journal of Education*.
23.—Return forms for Edinburgh Royal Colleges of Surgeons and Physicians Preliminary Exam.
23.—Glasgow University Exams. in General Education for Medical Students, Preliminary for Degrees in Science, &c., begin; also Bursaries Exam.
25.—Return forms for London University B.A. and B.Sc. Exams.
26.—London University Matriculation Exam.
26 (first post).—Latest time for receiving urgent prepaid school and teachers' advertisements for the October issue of *The Journal of Education*.
27.—Durham University Certificate Exam. begins.
27.—St. Andrews University Scholarship, &c., Exam. begins.
28.—St. David's College, Lampeter. Return forms for Scholarship Exam.
28.—Dundee University College Entrance Exams. Return forms.
28.—Corpus Christi College, Cambridge. Sizarships Exam.
28.—St. John's College, Cambridge. Sizarships Exam.

29.—Oxford University. Exams. for Women, Responsions, begin.
29.—Durham College of Science. Exams. for Exhibitions.
30.—Oxford Exams. for Women. Send forms and fees for First Public Exam., Holy Scripture.

The October issue of *The Journal of Education* will be published on Friday, September 30, 1904.

HOLIDAY COURSES, 1904.

BESANÇON.—Up to October 31. French. Apply—Monsieur le Secrétaire de l'Université, 30 rue Mégevand, Besançon.
DIJON.—Up to October 31. French. Apply—Monsieur C. Cestre, 7 rue Le Nôtre, Dijon.
GRENOBLE.—Up to October 31. French. Apply—Monsieur le Président du Comité de patronage des Etudiants étrangers, 4 place de la Constitution, Grenoble.
LEIPZIC.—Sloyd. Apply—Dr. Pabst, Scharnhorst Strasse 19, Leipzic.
NANCY.—All the year round. Special Holiday Courses, up to October 31. French. Apply—Monsieur Laurent, à l'Université, Nancy.
NEUCHÂTEL.—Up to September 10. French. Apply—Monsieur P. Dessoulavy, à l'Académie de Neuchâtel.
PARIS.—September 2. French. Apply—Secretary, Guilde Internationale, 6 rue de la Sorbonne, Paris.
PARIS.—Christmas and Easter Holidays. Apply—Monsieur Louis Jadot, 95 boulevard Saint Michel, Paris.
SALZBURG (Austria).—September 4–17. History, Law, Science, Languages, &c. Apply—Dr. Richard Schuster, Salzburg.

JOTTINGS.

THE accident by which Dr. Gurney lost his life at Arolla on August 13 resembles in several respects the fatal accident of Sir K. Wilson, a Rugby master, on the Riffelhorn. Both climbers started by themselves without informing their friends, and probably in both cases death was instantaneous. There is this difference in the two cases—that the Roussette is an easy climb, while the Riffelberg is a stiff piece of rock work; but in both cases the climbers must have overestimated their powers. There is no moral to be drawn. Statistics prove that mountain climbing is far less dangerous than hunting or polo or motoring. Dr. Gurney was a rare combination of business capacity and ability as a teacher. He graduated in 1870 as Fourteenth Wrangler and a First Class in the Science Tripos. From 1877 to 1894 he was a partner of the late Mr. Wren, and it would be hard to say which of the two had the greater share in the unparalleled series of successes in Civil Service examinations gained by the firm. From 1894 till his death Dr. Gurney was Principal of the Durham College of Science; and in all the higher education of the country he was an acknowledged authority.

MR. W. J. LANCASTER, of Putney, is presenting new buildings for the King Edward the Seventh Grammar School, King's Lynn, at a cost of over £40,000. In the forecourt of the school will be placed a statue of His Majesty.

"AN hour was spent by the visitors in inspecting the classes in the buildings and in the gardens, where the children went through drill exercises and received lessons in dancing, singing, carpentering, clay-modelling, drawing, and cooking. The children also took part in various games, such as soap-bubble blowing, skipping, and sand-digging. The out-door lessons were given in a well-wooded garden behind the buildings."—This is not an extract from "Emile" or from "Wilhelm Meister," but a prosaic newspaper account of the Passmore Edwards Settlement vacation school.

AN excellent proposal comes from the French Education Department. It is proposed to attach a number of young Englishmen as temporary assistants to certain *lycées*. In return for board and lodging and excellent opportunities of learning French, the Englishmen are asked to give help in English conversation classes for two hours a day. Applications are to be made to the Director of Special Inquiries, St. Stephen's House, Cannon Row, S.W.

THE Church Schools Emergency League is very unhappy now that Mr. Morant has definitely ruled out of the time-table attendance at church. There is, indeed, some ground for wondering why attendance at church (within reasonable limits) should not be accepted as part of the time-table, just as well as visits to museums. On the other hand, it appears that the Church of England has yet to learn the ineffectiveness of compulsion as applied to religious services.

THE Bishop of St. Asaph has written to the *Times* to call attention to the grievance of one "Jane Powell," whose salary has not been paid. She is a married woman. If the Bishop wants to make himself the champion of the elementary teacher, he must learn that in this democratic age we all claim a courteous prefix to our names.

AN applicant for the Head Mastership of the Warminster British School, who enclosed a self-addressed and stamped envelope, received in reply a torn scrap of paper containing the words "too late" and nothing more.

THE *Daily Express* has discovered a school in Germany "where the boys drink five pints of cool lager a day and the girls four glasses of Munich." We are inclined to wonder why the school authorities keep two sorts of beer; why the boys should drink lager, which is presumably a mild local brew, while the girls have imported Munich—the school is far away from Munich; why the boys are allowed ice. But perhaps this is only "picturesque writing."

THE Commissioners of National Education in Ireland have replied to Mr. Dale's adverse report by admitting—to put the matter briefly—the charges, and laying the blame on the Treasury, which will not find the funds for making the school buildings adequate and maintaining education at an efficient level.

THE following is the text of the one operative clause of the Defaulting Authorities Act:—"(1) The Board of Education, without prejudice to their right to take any other proceedings, may, if they are satisfied that it is expedient to do so on account of any default of a Local Authority in the performance of their duties as respects any elementary school, (*a*) make orders for recognizing as managers of that school any persons who are acting as managers thereof, and for rendering valid any act, thing, payment, or grant which in the opinion of the Board might otherwise be invalid by reason of the default of the Authority, and every such order shall have effect accordingly; and (*b*), if it appears o the Board that the managers of that school have, for the purpose of maintaining and keeping efficient the school, incurred any expenses for which provision should have been made by the Local Education Authority, pay to the managers such amount in respect of these expenses as in the opinion of the Board was properly incurred. (2) Any sums paid by the Board of Education under this Act shall be a debt due to the Crown from the Local Education Authority, and, without prejudice to any other remedy, may be deducted from any sums payable to that Authority on account of Parliamentary grants. (3) Any order or payment may be made under this Act as respects matters occurring whether before or after the passing thereof."

THE folly of teaching young children facts quite outside their experience is shown in the following answer of a boy of about twelve years of age:—"For poetry you have to have a poetical licence, but for prose you have not." The writer of the following answer is an unconscious satirist:—"Prose is the writing of sentences in grammar, while poetry is not in grammar and goes in steps."

THE *Schoolmaster* gives the following pathetic details of three boys whose education was on a certain day interrupted by fruit-picking. The first worked in the fields from 2 a.m. to 7 a.m. and then went to school. The second worked from 2 a.m. to 6 p.m. and did not go to school. The third worked at the distance of one hour from his home from 3 a.m. to 7 a.m. He then attended school.

IN answer to a question Sir William Anson stated that the total cost of elementary education for 1901–2 was thirteen millions. The Treasury paid 63·6 per cent. of this; the rates 25·1 per cent.; voluntary subscriptions 6·7 per cent.; endowments and other local sources 4·6 per cent. This estimate does not include buildings and administration.

MR. E. TALBOT BAINES has notified his intention to give £10,000 to the Liverpool University towards the endowment of a Chair of English, in memory of his late brother Mr. F. C. Baines.

MR. C. E. VAUGHAN, Professor of English in the Durham College of Science, has been elected Professor of English Language and Literature in the University of Leeds.

MISS HANNAH ROBERTSON, Head of the Training Department in Bedford College, London, has been appointed to the post of Mistress of Method in the University of Durham, vacant by the resignation of Miss Emmerson. She will assume her new duties with the new year.

THE governing body of Westminster School has no alternative but to refuse the application that their playground should be thrown open during August and September to the children of the neighbourhood.

To these children permission to enter the playing field would be an undoubted boon. But in London it is both difficult and expensive to keep up the grass of a playing field even with the most careful restriction. It is impossible unless the ground has long periods of rest.

THE KING has approved the appointment of Dr. William Osler to be Regius Professor of Medicine in the University of Oxford, in succession to Sir John Burdon-Sanderson. Dr. Osler, after a distinguished career in Canada and the United States, is a professor at Johns Hopkins University. It is interesting to note that Oxford has not hesitated to go to America for a worthy occupant of this chair.

LIÈGE INTERNATIONAL EXHIBITION.—The Board of Education have been informed through the Foreign Office that an exhibition of works of art under the patronage of the King of the Belgians will be arranged in a special pavilion within the Exhibition grounds of the Universal and International Exhibition to be held in Liège in 1905. Full particulars as to the conditions attaching to exhibits, which will include paintings, sculpture, engravings, and architectual designs, are given in the official regulations, which can be obtained on application to the Consul-General for Belgium, 29 Great St. Helen's, E.C.

SUPPLEMENTAL REGISTERS FOR TEACHERS.—In September, 1902, the Board of Education referred to the Consultative Committee the question of drafting regulations for the establishment of supplemental registers for teachers of special subjects. The Committee has given very prolonged and earnest consideration to this matter, and, after a conference with the Teachers' Registration Council, a Joint Sub-Committee, including representatives in equal numbers of these two bodies, was appointed to consider proposals for draft regulations for these Supplemental Registers. The report of this Sub-Committee was recently received and considered, and, as a result, the Consultative Committee, at their last meeting before the recess, resolved to recommend to the Board of Education that the establishment of Supplemental Registers be postponed until the teaching of the subjects proposed for the Supplemental Registers has been further organized in connexion with general education. The Board of Education have accepted this recommendation, and, for the present, no further steps will be taken to establish such Supplemental Registers.

WE have received from Bootham School, York, a classified catalogue of books on English history compiled by a former master, Mr. Brayshaw. By help of this a boy can see at a glance what books to consult for the period he is studying. Few schools are so well equipped as Bootham, with its John Bright Library; but even those that do possess a fair selection of books of reference lose half the benefit from the absence of such a guide, and, unless the pupil is able to consult original authorities and form his own judgment, the most valuable part of history teaching is beyond his reach.

CANON CHARLES EVANS, who died at Bournemouth on August 18, in his eighty-first year, was one of a distinguished family of classical scholars, and made his mark as an assistant master at Rugby, and afterwards as Head Master of his old school at Birmingham. He graduated as Senior Classic (bracketed) and Senior Chancellor's Medallist in 1847, and in the following year was elected to a fellowship at Trinity College. For fourteen years he was a master at Rugby under Dr. Tait, and for ten years Head Master of King Edward's School, Birmingham.

DR. KÖRÖSY, of Budapest, has been proving to the British Association that in Hungary the school progress of girls is far greater and more rapid than that of boys. When similar phenomena are reported in England, the invariable explanation offered is that boys play cricket and football and girls do not. A new theory must be invented to account for the new facts.

"AUTREFOIS je suppose un Parisien achetait une maison de campagne."—"Monsieur Autrefois, presumably a Parisian, bought a country house."

MRS. M. E. BOOLE is following her "Lectures on the Logic of Arithmetic" with a little book, which the Oxford University Press is about to publish, called "The Preparation of the Child for Science." Mrs. Boole has attempted to utilize on behalf of little children the life-work of many great men now almost forgotten—especially Nicolas Boulanger, Thomas Wedgwood, Charles Babbage, George Boole, Ram Chundra, Gratry, Benjamin Betts, Charles Winslow, and the late Dr. Wiltshire.

THE Governors of Christ's Hospital have instructed Messrs. Duke & Ockenden, Water Works Contractors, of London and Littlehampton, to carry out the extension of their water supply by sinking a deep shaft and driving storage adits—the operations to be carried out immediately.

UNIVERSITIES AND SCHOOLS.

LONDON.

The issue of the *Gazette* for August 23 was the last for the Session 1903–4. The first number for the Session 1904–5 will be issued September 28, but the *Gazette* will, in future, appear at longer intervals than hitherto, and the price of a single number will be 6d. A "Matriculation Pamphlet," price 6d., and "Faculty Pamphlets," price 1s. each, will be obtainable in September containing regulations and examination papers.

The scheme for mutual recognition of entrance examinations and certificates by the Universities of Oxford, Cambridge, and London has been approved by the authorities of Cambridge and London Universities, and is still under consideration by those of Oxford, their decision being expected in October. Under the proposed scheme each University would include in its entrance syllabus as optional subjects all subjects which the other two Universities regard as essential. Thus a candidate who has passed the London Matriculation in the essential subjects will be exempted from "Smalls" or "Little-Go." This will be a reform of great utility.

The Senate have gratefully accepted the offer made to them by the Goldsmiths' Company to provide, in connexion with their recent gift of their Institute at New Cross, an additional sum of £5,000 to enable the University to carry out at that Institute classes of a polytechnic character during the year 1904–5. These classes will be arranged by the Senate in connexion with the London County Council. The Goldsmiths' Company have also generously made an additional grant of money to Prof. Foxwell, which has enabled him to buy many valuable books at the Bell sale of Economic Literature for the Foxwell Library at the University.

The Senate of the University and the Council of University College have now agreed on the text of the Bill for the Incorporation of the College in the University. A sum of about £18,000 is still required before the formal transfer can be effected, but the Drapers' Company have announced, meanwhile, that they are prepared to pay off the debt on the college land and buildings to the extent of £30,000, on condition that both bodies continue to use their best endeavours to raise the balance of the sum required.

New curricula and schemes of examination in Laws for internal and external students have been approved by the Senate, and have been published. The Preliminary Examination in Laws will be held for the first time in 1905, the first Intermediate Examination under new regulations in 1905. The first LL.B. (Final) Examination under the new regulations will be held in 1907, but the LL.D. in 1905. After 1905 and 1906 the three degree examinations (Intermediate, LL.B., and LL.D.) will not be held under the old regulations. Three examinations after Matriculation must, under the new regulations, be passed in order to take the LL.B. degree. At the Preliminary Examination in Laws the subjects will be English history since 1688, Logic, Ethics, Latin, and French *or* German. At Intermediate Laws the subjects will be English Constitutional Law, Roman Law, and English Law. The Degree Examination is in English Law, Roman Law, and Jurisprudence.

In 1905 the June Matriculation Examination will begin on the *first* Monday in June. It has also been decided that the lists of successful candidates at the January and June (or July) Examinations shall be published in the *sixth* week after the examination. This will relieve examiners and officials from overpressure without postponing the result.

The M.A. Examination for internal students produced 2 successes only; but of external students at M.A. 15 passed in Classics, 9 being women, 2 with special distinction; 14 in English, 5 being women; 6 in French, all men, 1 with special distinction; 4 in French and German, half women; 6 in History, 4 women; and 3 successes in Mental and Moral Science, all men.

Six internal and sixteen external students have taken the B.D. degree. All interested in University Extension work should join the Students' Guild, and take an active interest in the work of some centre next session.

UNIVERSITY COLLEGE, LONDON.

Prof. Oliver has been reappointed to the Quain Chair of Botany; Dr. Shuckburgh has been appointed Lecturer in Ancient History; and Mr. D. S. Maccoll Lecturer in the History of Fine Art. Dr. F. J. Poynton has been appointed Sub-Dean of the Faculty of Medicine, in succession to Prof. Thane, resigned. The Council have sent the following resolution to Prof. Thane:—"That the Council desire to place on record their sense of the great services which Prof. G. D. Thane has rendered to the College and to the Faculty of Medicine during the twenty-one years he has held the office of Sub-Dean to the Faculty of Medicine." Mr. W. W. Seton, M.A., has been appointed Acting Secretary until the end of December.

The Treasurer has received from Messrs. Wernher, Beit, & Co. their cheque for £10,000 promised to promote the incorporation of the college in the University. (See note above.)

(*Continued on page* 614.)

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The Session 1904–5 will begin in the Faculties of Arts and Laws and of Science on Tuesday, October 4; in the Faculty of Medicine on Monday, October 3. The introductory lecture will be given by Prof. J. N. Collie, on October 3, at 4 p.m. The new hospital will shortly be finished and the whole of it will be available for clinical study for those entering in October.

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MANCHESTER.

Prof. Sadler concluded his series of lectures on American education by some interesting remarks on the "underlying unity of purpose among English and American educators." "We don't want," he said, "divergence of ideals between the two countries; we want to keep up the fundamental unity which unites both. We are being drawn to the freedom and variety of their secondary education; they are being drawn to the more disciplinary and definite processes of the best English secondary education. If we realize that the two ideals of Anglicanism and Puritanism are not destructive of one another, but two sides of one truth, we shall see our way to a national education which in just measure embodies both ideals. Our aim in England must be to be tolerant to minorities."

Among other educational lectures during the month may be mentioned Prof. Findlay's address to the Teachers' Guild on "Personal Influence in Teaching" and to the Museum Association on "The Use of Museums in Education," Dr. Brudenell Carter's lecture on "Physiology in Education," and Miss Dodd's address on "The School Journey" to the Bolton Education Association.

At the University Dr. Rhys Davids has been appointed to the Chair of Comparative Religion, and a prospectus of the new Faculty of Theology has now been issued. The degrees granted are B.D. and D.D., and, in accordance with the rule laid down by the founder of Owens College, "nothing will be introduced in the matter or mode of education in reference to any religious or theological subject which shall be reasonably offensive to the conscience of any student."

Though the Science and Art degrees at the Victoria University have been open to women for nearly twenty years, this is the first year that it has been possible for a woman to graduate in Medicine, and Miss Catharine Chisholm is to be congratulated on being the first woman to qualify for medical practice in a school which has sent out some of the most honoured physicians in the country. At the Degree ceremony the Vice-Chancellor made special reference to the increased facilities which will shortly be available for medical students. The new laboratories adjoining the Royal Infirmary will soon be ready, and the University is coming into closer contact with the various hospitals. It is intended that a diploma shall be given in Veterinary Medicine, and Pharmacy and Public Health are to be recognized as subjects for the B.Sc. course.

A comprehensive prospectus of the new Faculty of Commerce has also been issued.

From the information papers published by the Education Department it appears that Prof. Sadler will lecture in the Lent Term. The arrangements for the opening of Prof. Findlay's new practising school are nearly complete.

On the occasion of the Annual Speech Day ceremony in the Free Trade Hall, Mr. J. L. Paton was able to give an account of his first year as High Master of the Grammar School. In addition to the usual report of academic successes, Mr. Paton referred to a number of new departures that had been made during the year, especially in connexion with the outdoor life of the school. The modern side has now been organized under the Board of Education; the new geometrical teaching has been adopted throughout the school; the new pronunciation of Latin has been introduced on the classical side; and the singing of German songs is regularly practised by the modern boys. The lower forms have lessons in Nature study. A series of organized field rambles have been arranged for Saturdays throughout the summer, and camping has become a feature of the school life. Mr. Paton referred with pleasure to the gifts of friends towards the decoration of the school buildings, and especially to the great service rendered by the Parks Committee by the regular loan of plants and shrubs. Incidentally reference was made to the work done by the boys under the Head Master's guidance in levelling their cricket ground. They were not going, Mr. Paton explained, to make a fetish of games, but they did intend that a larger number of boys should take part in the outdoor life of the school. The prizes were distributed by the Bishop of Manchester.

At the annual meeting of the three girls' high schools in the Free Trade Hall, Mr. Alfred Emmott, who handed the prizes, gave an interesting address on the future of women, especially in connexion with political responsibilities. Prof. Lamb, Chairman of the Board of Governors, stated that all three schools were in a state of efficiency, and a long list of distinctions gained by pupils was read by Miss Burstall.

Prof. Patrick Geddes was the guest at the first Speech Day of the new Girls' High School in North Manchester (the Broughton and Crumpsall School), of which Miss Edith Clarke is the Head Mistress. The school opened in January with 138 pupils, and the number has risen to 156. A list of successes was read by the Head Mistress, and Prof. Geddes gave an interesting address on the past and future of the movement for the higher education of women.

At the Whalley Range High School for Girls the visitor was Mr. Paton; and the school reopens in September under its new Head Mistress, Miss Florence Field.

VICTORIA COLLEGE, BELFAST.

The Annual Speech Day at the close of the Session was under the presidency of the Moderator of the General Assembly. He was accompanied by Mrs. Prenter, an Old Victorian, who gracefully distributed the prizes to the successful students, and spoke of the unalloyed pleasure it gave her to be there to see the bright young faces and to know that the old fond enthusiasm is living still and means to live. As Dr. Prenter was one of the early distinguished lecturers at the college, it was natural that his presence gave Mrs. Byers the opportunity of a hasty review of how the college grew and developed until it had become the power it now is. Dr. Prenter dwelt on its foremost place by common consent among similar institutions in Ireland. After all, he considered the brilliant distinctions that had been won but the smallest part of the work done by Victoria College. It had been successful in producing that character and culture which were more valuable than success in the various competitions in the academic arena.

In addition to the great success in the High School, there were eight exhibitions awarded at the Degree and other examinations of the Royal University to students entering direct from Victoria College during the past year; and there were fourteen students in the Honour and pass list of the B.A. degree in 1903. At Matriculation, Grace I. Acheson was awarded the First Exhibition, which placed her at the head of the men and women of her year.

This year, 1904, there were 971 candidates, men and women, for Matriculation in the Royal University Examinations, the results of which have just been declared. Nine First Class Exhibitions of £24 each were awarded—James Maxwell Henry, of Campbell College, Belfast, takes the first place, and Marjorie Long, of Victoria College, Belfast, the second. Miss Long received a First Class in each of her five subjects—Latin, German, English, Mathematics, and Natural Philosophy. While still considerably under age, Miss Long had previously been first in each of the four grades of the Irish Intermediate Examinations.

WALES.

The Welsh Educational Council.

The Welsh Educational Council, which is intended by its promoters to be the nucleus of a Home Rule parliament, has been brought one step nearer realization. The Board of Education some time ago sanctioned a scheme establishing it, and the Local Government Board has now approved a form of agreement giving effect to it. This agreement will forthwith be submitted to the County and autonomous Urban District Councils. Alderman T. J. Hughes, Chairman of the Executive of the Welsh County Councils, who has had a great deal to do with the drafting of the scheme, has issued a curious statement with regard to the aims and objects of the proposed new Council. "It has not," he says, "been conceived in a spirit hostile to the Central Welsh Board—indeed Mr. Humphreys-Owen, M.P., who is the Chairman of the Central Welsh Board, has been throughout an active member of the Drafting Committee, and we owe much to his knowledge and experience." "Credat Judaeus Apella"—this assurance does not wipe out the recollection of the language used about the Central Welsh Board by Mr. Hughes himself and his associates when the scheme was first mooted. "The Council must," he adds, "have direct power of inspection and examination. I think it is not too much to ask that every child shall at least once in his or her school career undergo an individual examination, with, if possible, a leaving certificate." It is to be hoped that there is no serious intention of establishing a system of leaving certificates for scholars of elementary schools; but anything

(*Continued on page* 616.)

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is possible in these exciting days in Wales. The references made by Mr. Hughes to the question of the training of teachers are still "curiouser." "I hope," he is reported to have said, "that advantage will be taken of the three existing University colleges and the Swansea Training College. And is it too much to expect to see in each of the University Colleges a school of training, just as there is a school of mining and a school of medicine?" In view of the fact that such a school of training, both primary and secondary, has for some time been in full working order at each of the University colleges, this is truly a cryptic utterance.

Death of Mr. Charles Owen.

The news of the death of Mr. Charles Owen, Head Master of the Merthyr Tydfil County School, came as a great shock to his many friends in the scholastic profession in Wales. He was run into by a cyclist on August 9 and received a severe scalp wound. He made favourable progress for some days, no dangerous symptoms being visible or anticipated. Suddenly, however, there came a change for the worse, and he died on August 20. He was a native of Merthyr, and fought his way to academic distinction in a manner which compelled the admiration of all even in a country where similar struggles are by no means infrequent. After serving as an assistant at Bath, London, and Bristol, he was appointed Head Master, first of the Cardigan County School, and then of the County School established in his native town. He often attended the meetings of the Welsh County Schools Association, where his speeches on what he considered the encroachments of science created much interest, and was for some time a member of the Central Welsh Board. Outside his school work, the movement in which he took most interest was the social work of the South Wales University College. His untimely death (he was only forty-five) has created the deepest regret among all who have been associated with him whether in educational or other work.

Welsh Language Holiday Course.

The second annual summer holiday course of the Welsh Language Society, held at Bangor, was a great success, 180 teachers being in attendance from all parts of Wales. There is no doubt that the new Education Authorities are absolutely determined that far greater prominence shall be given to the teaching of the Welsh language in the elementary schools of Wales than has been the case in the past, and teachers are doing wisely to avail themselves of the excellent courses organized by the Welsh Language Society. At present far too few are qualified to teach the language spoken by 929,924 persons in Wales, exclusively so by as many as 280,905, as shown by the analysis of the census returns.

Another Director of Education.

The Pembrokeshire Education Committee has, as was anticipated, appointed Mr. H. E. H. James, Swansea, as Director of Education. The salary attached to the appointment is distinctly small in view of the importance of the duties, being only £250 per annum, rising by £20 yearly to a maximum of £350. The more enlightened had to make a severe struggle to fix the salary even at this moderate figure: a number of the innocent County Councillors of "Little England beyond Wales" had no hesitation in denouncing this resolution as wanton extravagance.

Cautious County Councillors.

Glamorgan County Councillors who act on behalf of the County Education Committee as managers of non-provided schools are evidently canny men. They have issued an advertisement "repudiating any personal responsibilities for any liabilities or contracts that may have been or may be incurred or entered into by the respective bodies of managers of such schools, notwithstanding that in acting as such managers as aforesaid we may be present at meetings where such liabilities or contracts may have been adopted."

SCOTLAND.

Aberdeen University has lost one of its best teachers and ablest administrators by the sudden death of Prof. George Pirie. He was a son of the late Principal Pirie, and after graduating at Aberdeen with First Class Honours in Mathematics he went to Queens' College, Cambridge, where in 1866 he was Fifth Wrangler. He was afterwards for some years Fellow, mathematical lecturer, and tutor of his college, and in 1878 he was appointed Professor of Mathematics in Aberdeen University, in succession to Prof. Fuller. He gave his whole energies to the work of the University, and was held in the highest esteem both by his colleagues and students and by the citizens of Aberdeen.

The Civil Service Commissioners have announced the changes they intend to make in the regulations for the Home and Indian Civil Service Examinations. The regulation which limits the total possible marks attainable by any candidate to 6,000 will meet with general approval, as it will check the recent tendency of candidates to attempt too many subjects, and consequently to spoil their University career. But the readjustment of marks for the individual subjects will cause considerable disappointment in Scotland. At the conference with the Commissioners last winter the representatives of the Scottish Univer-

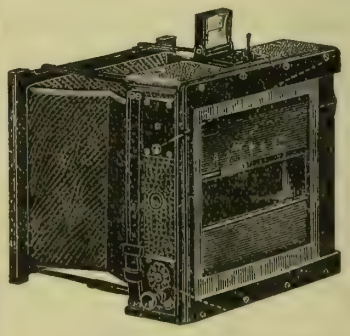
(*Continued on page* 618.)



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sities maintained that the present scheme of marks is unfair to candidates from Scotland, especially on account of the ridiculously inadequate marks given to the philosophical subjects. In the new regulations the marks for certain subjects are increased, and the two chief philosophical subjects share to a small extent in this increase; but the gain does not practically put them in any better position relatively to other subjects. In short, although nearly all the Universities represented at the Conference favoured the Scottish claim, the Commissioners have not granted it, probably on account of the fact that Cambridge strongly opposed it as likely to do injustice to Cambridge candidates in competition with those of Oxford. The Commissioners hold that the interests of Oxford and Cambridge are of most importance, as they furnish the largest number of candidates. But our contention is that Scottish students are deterred from entering the competition by the great advantage it gives to Oxford and Cambridge candidates, and that, if arrangements better suited to other University systems were made, a much greater number of our men would become candidates. It is unfortunate that our claim should clash with the very peculiar Cambridge system, and that the Commissioners have found it impossible to overcome the difficulty. At one time the higher Civil Service was largely recruited from the Scottish Universities, and our regret is therefore the greater that our students must remain under the present disability.

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The scholarship of £30 offered by the Trustees of the Gilchrist Educational Trust to a graduate entering the St. George's Training College next October has been awarded by the Committee of Management to Miss Meta McCombie, M.A. of the University of Aberdeen with First Class Honours in Classics.

SCHOOLS.

BRAMLEY, GUILDFORD, S. CATHERINE'S SCHOOL.—In the June examination of the Cambridge Higher Local three pupils from the school took the Literature group, and all obtained Second Class Honours, passing in the three subjects of the group.

BRIGHTON COLLEGE.—The scholarships are awarded as follows:—George Long Scholarship (£70 per annum), J. A. Ryle, Brighton College; Vaughan Scholarship (£50), G. H. Mannooch, Charlecote School, Worthing; Newton Memorial Scholarship (£50), H. M. Fuchs, Brighton College.

CASTERTON, KIRKBY LONSDALE, CLERGY DAUGHTERS' SCHOOL.—On Thursday, July 28, Miss Emily Davies, LL.D., distributed the prizes. Miss Williams, the Head Mistress, gave a brief address, in which she referred to the work and games of the school during the past year. Miss Davies gave an eloquent address—"A Sermon under Three Heads" she called it—first, congratulations; second, history; third, application. Under the head of history, Miss Davies delighted her audience by a most interesting account of the efforts made by the noble band of workers, of which she herself was so distinguished a member, for the improvement of girls' education forty years ago. The chairman, Dr. W. S. Paget-Tomlinson, in proposing a vote of thanks to Miss Davies for her kindness in coming to Casterton, and her interesting address, referred to the report of the Board of Education, by which the school was inspected in May, as "distinctly satisfactory." In the recent Matriculation Examination, A. Kemp passed in the Second Division. In the Cambridge Higher Local Examination, M. Kemp gained a First Class and I. Griffin a Third in Music: E. Hodgson and A. Laycock passed in Literature; and all four candidates passed in Arithmetic.

CHELTENHAM LADIES' COLLEGE. — University of Cambridge Teachers' Diploma: Annie J. Easterby, Theory Class II., Practice Class II.; Marianne Hall, Theory Class II., Practice Class I.; Heneage Hancock, Theory Class II., Practice Class II.; Phyllis Mayer, Theory Class III., Practice Class II.; R. Dorothy G. McNish, Theory Class III., Practice Class II.; May E. Weber, Theory Class II., Practice Class I. University of Paris Certificat d'Aptitude pour l'enseignement de la langue anglaise dans les lycées de France: two former pupils of the Ladies' College have passed in both written and oral parts of this examination, Berthe Cortol and Elisabeth Nissolle, 2nd and 3rd in order of merit. London University Intermediate Arts: Honours, Blanche Olive Nicholas; Division I., Mary Elizabeth Browne, Maud Kendall Burt, Evelyn Beatrice Darke, Esther Sophia Gaselee, Ella Frances Gilbert, Dorothea Stock; Division II., Lettice Mona Kathleen Heath, Dorothy Lloyd, Lilian Maud Wharam. Royal Drawing Society: 87 pupils passed in one or more of Divisions I. to VI. Of these, 53 gained one or more Honour Certificates, and 34 one or more Passes. There were 134 papers in all, of which 79 reached the Honour standard and 55 the Pass. Cambridge Higher Local Examination: In Group A (Literature) fifteen pupils passed in Class I. Twenty-three marks of distinction were awarded. In Group B, the only candidate in Class I. who was distinguished both in written and oral French and German was a Cheltenham Ladies' College student, as was also the only Class I. candidate in Group H, who had

(*Continued on page* 620.)

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DATCHELOR GIRLS' SCHOOL.—Three entrance scholarships, giving free tuition for five years, have been awarded, one to Gertrude Smith, from the Grammar School, Barnet; one to Claudine Butler, from the Roan School, Greenwich; the third to Florence Jarvis, a pupil from one of the London County Council schools. Ten scholarships and exhibitions were awarded in the school on the results of the July examination, conducted under the direction of the London University. Edith Hancock, one of the sixth form girls, has won an open scholarship for botany and chemistry at the Royal Holloway College, which gives her £40 a year for three years. The London County Council have given her £20 a year for the same period, and the Clothworkers' Company have added £30 a year, also for three years. The school has been inspected by the London University, and its annual examination has been regulated and supervised by the University's inspectors, from whom very satisfactory reports have been received. Seventeen of the lower sixth took the School Examination (Matriculation standard) of the London University in July; thirteen passed, eight in the First Class, five in the Second. Two of the older pupils took the Intermediate Arts, London, in July, and have passed in the First Class. In the Cambridge Higher Local Examination, five Second Class Honours (with three distinctions) and four passes have been gained in Group A, four Second Class Honours in Group B and three passes, six passes in Group C, one Second Class Honours and three passes in Group D, one Second Class Honours in Group E, two First Class Honours (with three distinctions), three Second Class Honours (with three distinctions), and two passes in Group H.

DERBY SCHOOL.—The following have been elected to scholarships:—Nutt, St. Martin's School, York; Callew, Mr. Darwall, Ashbourne; Haughton, King's College School, Cambridge; Crofts, St. George's School, Windsor.

HALIFAX, CROSSLEY AND PORTER GIRLS' SCHOOL.—Eleanor R. Wilkinson, one of our old pupils, has won the Gold Medal for Nursing at the Bradford Infirmary this July; she has been appointed matron in a large boys' school. The distribution of prizes and certificates in the school took place on June 28, when Mr. Edward Crossley presided. He made an impressive speech to the pupils, and he congratulated the ead girl, Minnie Bowrey, for gaining a silver medal from the Royal Geographical Society, and for gaining the Theresa Waterhouse Scholarship (value £40) for two years. With this she will continue her education at the Blackheath High School.

ROSSALL SCHOOL.—School prizes were awarded as follows:—History, J. N. G. Johnson; Moss Christian Evidence, V. Ll. Harry; English Essay, V. W. Richards; General Paper, C. K. Ogden; Latin Lyrics and Translation, S. F. S. Johnston; Chapel Reading, J. N. G. Johnson, G. G. Woodruff. Distinctions outside the school: H. Stuart Jones, made a member of the German Imperial Archæological Institute; J. D. Barker, Gold Medal of Script Shorthand Society; A. B. Yolland, Ph.D. at Budapest, with a dissertation written in Hungarian; Captain R. C. R. Owen, Deputy Assistant Secretary Soudan Administration; E. C. Sanders, President of the Justices' Clerks' Society of London; E. C. Jubb, Pembroke College, Cambridge, scholarship increased; S. F. Pestall, Caius College, scholarship renewed; Lieut.-General Sir C. C. Egerton, G.C.B.; Major-General R. A. P. Clements, C.B. At Henley W. W. Field rowed for the London in the Grand Challenge Cup and for the Wyfolds; J. S. C. Davis, third in Bass Competition, with prize, and third for Halford Memorial Challenge Cup, with prize, at Bisley—shot for England in the Elcho Shield Competition. Mr. Jacob is returning to take up an appointment at his old school, and Mr. F. B. Wilson to captain the Cambridge Eleven; Mr. Ellis and Mr. Kingsford took their places temporarily. We have to mourn the loss of the Rev. H. J. Carter, founder of the prize that bears his name; and of Mr. J. Stanning, an invaluable member of the Council. The school concert (June 14) was attended by a larger number than ever. The new piano—Mr. Brownrigg's gift—was used for the first public occasion. Prize Day went off most satisfactorily. The Bishop of Manchester gave away the prizes and made a most stirring speech, in which he declared that education, to be good, must develop a good character and habits of diligence. The Head Master told us that a member of the Council, Mr. Assheton, had given to the school a splendid set of astronomical instruments, for housing which a new observatory would be built. The Commissioner of Bechuanaland (O.R.) emphasized the advantages of the colonies as a sphere of work. In the museum a magnificent exhibition of photographs and drawings was offered for inspection.

SANDECOTES AND UPLANDS SCHOOLS.—The annual prize distributions took place on July 26 and 27. Sir W. Mackworth Young, K.C.S.I., who presided at the Sandecotes function, announced that Mrs. Herman Douglas had generously founded and endowed at both schools prizes, to be known as the McNeile Church History Prizes, in memory of her father, the Rev. Dr. Hugh McNeile. The results of the past year's work had throughout been most gratifying, and in the

(*Continued on page 622.*)

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ST. OLAVE'S GRAMMAR SCHOOL.—Term ended on July 29. There was the usual Commemoration Service at St. Saviour's Cathedral. Canon H. C. Beeching preached, taking for his theme Esau and Jacob as contrasted types, one of the athlete and adventurer, the other of the home-keeping and the intellectual life. The prize-giving took place later in the Hall, with the Warden, Mr. T. F. Rider, in the chair. He received the roses which, since 1656, have been the annual rent of the Red Rose Estate. The Head Master, Mr. W. G. Rushbrooke, in reviewing the past year, specially dwelt on the loss of Mr. W. J. Sharples, who leaves us for the Head Mastership of Parmiter's School; he came to St. Olave's in 1891 as mathematical master, and since 1897 he has been second master; he has also organized our sports with marked succes, and he has been a leading spirit in forming and administering the Old Boys' club known as "The Elizabethans." After the Head Master's report, Sir Henry Fowler gave away the prizes. He gave an address full of interesting memories of his school life at St. Saviour's, which is now merged in our foundation. The boys' speeches included scenes from "Twelfth Night," "Julius Cæsar," Labiche and Jolly's "La Grammaire," and "The Acharnians." The special prizes were as follow:—Warden's Prizes for English Literature: Seniors, F. C. G. Twinn; juniors, S. R. Pullinger; Mr. W. H. O. Smith's Prizes for Reading: Seniors, F. C. G. Twinn; juniors, H. A. Corder; Sir F. Wigan's Divinity Prize, J. W. G. Ellis and F. W. Kolthammer; R. W. Nutt Prize for Classics, F. C. G. Twinn; Warden's Prize for Mathematics, T. J. Wood; Declamation, J. W. C. Ellis; Mr. C. O. Gridley's Prize for a Knowledge of Ruskin's Works; F. W. Kolthammer; Latin Verse, Greek Verse, and Latin Epigram, F. C. G. Twinn; Latin Speech on "Chinese Labour," F. W. Kolthammer; Mr. H. Lafone's Prize for Chemistry and Physics, J. Griffin; Sir E. C. Perry's Prize for Biology, F. J. F. Shaw; Mr. Lafone's Arithmetic Medal, J. W. J. Leighton; Mr. Lafone's Gold Pen for Writing, F. H. Curtis; Head Master's Prize for the best article in *The Olavian*, G. E. H. Keesey; Plant Collecting, J. Griffin. The prize-winners who attracted special attention were J. H. Riches, awarded a medal by the Royal Humane Society for saving a little girl from drowning in a canal lock near Shoreham; and F. C. G. Twinn, who read his epigram on the new Fiscal Policy, and, at Sir Henry Fowler's request, translated it:—

"Manlius et Gracchus, quamvis frumenta dedissent
Civibus, insontes occubuere neci.
At privare cibo noster conatur egenos:
Deperiit? Minime! Nomen opesque parat."

The Governors have acknowledged recent University successes by awarding a Foundation Exhibition of £60 to J. W. C. Ellis, of £50 to J. C. Lidgett, and by grants of £30 for one year to F. W. Kolthammer, L. H. Taffs, and H. W. Ralph. London County Council Senior Scholarships have been gained by H. W. Ralph (£90), F. W. Kolthammer (£70), and J. Griffin (£60).

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Qu'il est dans le Taunus, entre Cologne et Spire,
Sur un roc près duquel les monts sont des coteaux,
Un château renommé parmi tous les châteaux,
Et, dans ce burg, bâti sur un monceau de laves,
Un burgrave fameux parmi tous les burgraves?
Vous a-t-on raconté que cet homme sans loi,
Tout chargé d'attentats, tout éclatant d'exploits,
Par la Diète à Francfort, par le Concile à Pise,
Mis hors du saint empire et de la sainte église,

(*Continued on page* 624.)

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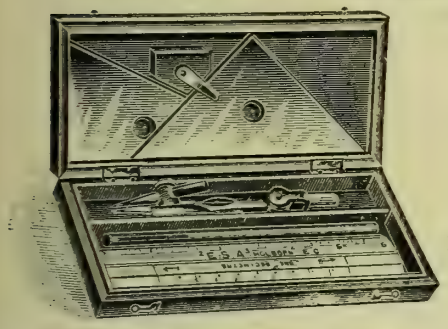
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Et, depuis soixante ans, repousse d'un pied sûr,
L'échelle de l'empire appliquée à son mur?
Vous a-t-on dit qu'il est l'asile de tout brave,
Qu'il fait du riche un pauvre, et du maître un esclave;
Et qu'au-dessus des ducs, des rois, des empereurs,
Aux yeux de l'Allemagne en proie à leurs fureurs,
Il dresse sur sa tour, comme un défi de haine,
Comme un appel funèbre aux peuples qu'on enchaîne,
Un grand drapeau du deuil, formidable haillon
Que la tempête tord dans son tourbillon?
Vous a-t-on dit qu'il touche à sa centième année,
Et qu'affrontant le ciel, et bravant la destinée,
Depuis qu'il s'est levé sur son rocher, jamais,
Ni la guerre arrachant les burgs de leurs sommets,
Ni César furieux et tout puissant, ni Rome,
Ni les ans, fardeau sombre, accablement de l'homme,
Rien n'a vaincu, rien n'a dompté, rien n'a ployé
Ce vieux Titan du Rhin, Job l'excommunié?
—Savez-vous cela?

By "SEXAGENARIA."

Say, have you heard, from further folk or nigher,
How in the Taunus range, 'twixt Köln and Speier,
Stands on a rock that dwarfs the hills to heaps,
A keep renowned above all other keeps,
Where, on his cairn of granite off the fells,
A Burgrave great among all Burgraves dwells?
Have you been told how, lawless and alone,
Red-hand in raids, deep plotter 'gainst the throne,
By Frankfort's Diet, Pisa's Council's work,
Cut off from Empire and from Holy Kirk,
Denounced and banned and isolated—still
He stands upon his rock and on his will,
Pursues, provokes, and strikes, no truce allowed,
Count Palatine and Trier's Archbishop proud,
And sixty years his kick has made to fall
The Empire's ladder, planted 'gainst his wall?
Know you he shelters there each outlawed brave,
Making the rich man poor, the lord a slave;
And, out of reach of Kaiser, duke, or king,
While furious Germany must watch the thing,
As Hate's defiance, on his tower he flies,
For last appeal to the land whose freedom dies,
A mourning banner of gigantic spread,
Wrung and unfurled by tempests overhead?
Know you his hundredth birthday he doth wait,
And that, defying Heaven and braving Fate,
Never, since he arose upon his rock,
Hath war, that sweeps down castles in its shock,
Nor Cæsar, furious and all-strong, nor Rome,
Nor age, that bows man toward his earthy home,
Nor aught o'ercome or tamed or bent this great
Old Titan of the Rhine, Job excommunicate?
Do you know this?

By the PRIZE EDITOR.

Whoe'er thou art, thou knowest by report
How, in the Taunus range, upon a rock
That turns to molehills all the mountains round,
Betwixt Cologne and Spiers, a castle stands
Famous above all castles in the world;
And in this stronghold, on a lava pile
Based as on adamant, a Burgrave dwells
Famous above all Burgraves in the world.
Perchance thou'st heard, too, how its lawless lord,
This robber world-famed for his doughty deeds,
At Frankfort and at Pisa outlawed, banned,
By Diet and by Council, State and Church,
Unfriended, blasted, reprobate, at bay,
Stands like a rock upon his rocky hold,
Defying, routing, without stint or stay,
The County Palatine, his Grace of Treves,
And for these threescore years has kicked aside
The Imperial ladder planted 'gainst his walls.
Hast heard he shelters all brave gentlemen,
Beggars the rich and makes of masters slaves?
Hast heard how high o'er dukes, kings, emperors,
In sight of Germany, their harried prey,
From the top turret he unfurls a flag,

(*Continued on page 626.*)

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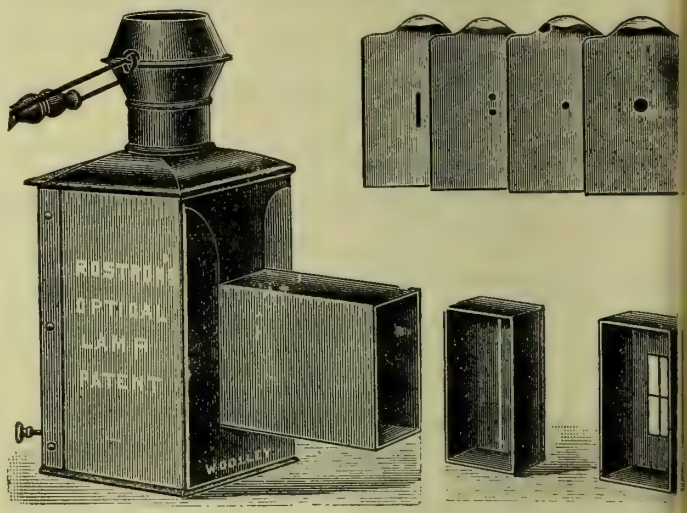
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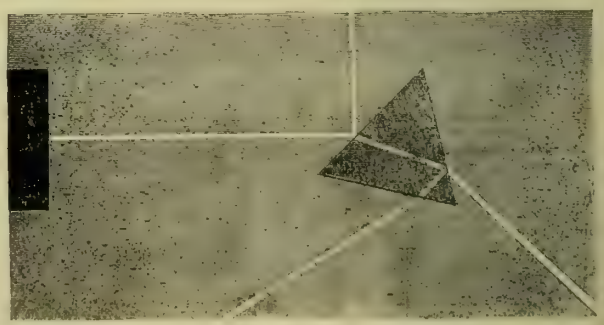
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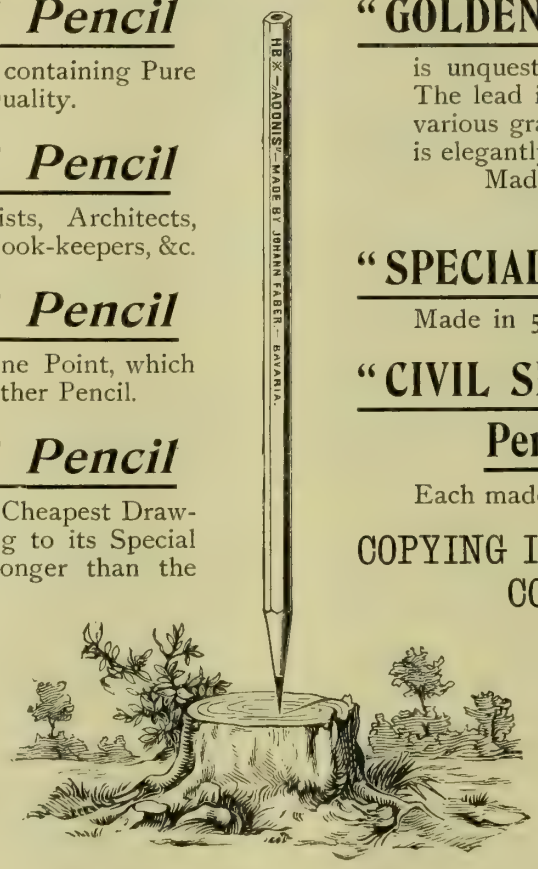
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Clerk to the Governors

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WANTED immediately, for one term, a MISTRESS to take advanced French and English; or the former only. Modern Language Tripos preferred. Apply, after September 5th, to the HEAD MISTRESS, Notting Hill High School, Norland Square, W.

AN ASSISTANT MISTRESS required, in a Girls' School, to teach Drawing, Brush Work, Drill, and a little English. Also to share supervision out of School. £25 to £30.—PRINCIPAL, Bardon House School, High Wycombe, Bucks.

TORQUAY.—Wanted, Resident STUDENT, about 17 years of age, to assist 1½ hours daily. Preparation for University and Musical Examinations. Premium for board, 10 guineas a term. Address—No. 6,385.*

DONCASTER GRAMMAR SCHOOL.—A STUDENT-TEACHER required, in the Preparatory Department. Preparation for Froebel Examinations. Address—Miss BREEZE, 44 Turner's Hill, Cheshunt.

GIRLS' SCHOOL AND KINDERGARTEN,
MARQUESS VILLA, GAUDEN ROAD, CLAPHAM, S.W.

Principal—Miss HUNT.

Vacancy for KINDERGARTEN STUDENT to be prepared for N.F.U. Examinations. Very advantageous terms.

STUDENT-TEACHER required (German preferred), to teach Languages for one or two hours daily. Musical and other advantages offered. Comfortable home. Premium £20.—Miss BROWNE, High School, Wigtown, Scotland.

PARTNER required (English or German), in a Girls' School in the Midlands, to help Principal work a first-class connexion. Highest references required. No agents. Write—B. A. A., c.o. Willing's, 162 Piccadilly, W.

WANTED, in September, Trained and experienced MISTRESS, for Drilling, Gymnastic Exercises, and Games, in County School for Girls. Salary £115. Address—No. 6,394.*

WANTED, in September, in County School for Girls, FORM MISTRESS for a Junior Form. English subjects, French, and Drawing. Degree or equivalent and experience essential. Salary from £110. Address—No. 6,395.*

RESIDENT MUSIC MISTRESS (experienced) required in high-class Boarding School for Girls. Degree or equivalent essential. State qualifications, experience, and salary. Address No. 6,398.*

WANTED, efficient ASSISTANT MISTRESS for Pupil-Teachers' and Secondary School in London. Science Graduate preferred. Roman Catholic desirable. Apply, in the first place, stating salary required and sending copies of three recent testimonials, to P.A., c.o. Mr. Lucy, Nursery Villas, Sturry Road, Canterbury.

KINDERGARTEN STUDENT required. Training for N.F.U. Examinations. Also STUDENT-MISTRESS to help with Juniors and supervision of Music Practice. Preparation for Examinations. Small premium. School Recognized. —PRINCIPAL, Oldfield Lodge, Bath.

WANTED, a HOUSE MISTRESS in a High School Boarding House. Entire charge of Boarders out of School. No Housekeeping. Address, stating salary—No. 6,388.*

WANTED, for small Pupil-Teacher Centre at Weston-super-Mare, a HEAD MISTRESS well qualified in general English subjects and, if possible, French. Salary £120 per annum, rising to £150. Apply, not later than September 10th, to the COUNTY EDUCATION SECRETARY, Weston-super-Mare, from whom further particulars can be obtained.

REQUIRED, in September, for Girls' School of about forty Boarders, experienced MATRON. Must be good Packer and Needlewoman, and thoroughly understand Sick Nursing. Address, stating age, experience, and salary required—No. 6,390.*

WANTED, in September or January, MATHEMATICAL MISTRESS. Degree or equivalent in Honours (Mathematics), and very good qualifications as Teacher essential. Apply, with full particulars and testimonials, to Miss F. GADESDEN, Blackheath High School, Wemyss Road, S.E.

REQUIRED, in September, in first-class Recognized Private School near London, Resident SECOND MISTRESS. General English Form work, elementary Drawing, Plain Needlework, and to assist in organization of classes, &c. Nature Study and Handicrafts desirable. Trained and Registered Teacher preferred. Address—No. 6,399.*

HALF TIME ONLY. — Resident ASSISTANT MISTRESS required, in small Private School, on mutual terms. Elementary Mathematics essential; Latin, Scripture, and Music desirable.—PRINCIPAL, Lansdowne House, St. Margaret's, Twickenham.

VACANCY, in September, for STUDENT, in a good London Girls' School (Recognized). Preparation for Froebel Union Examinations, L.R.A.M., or Higher Local. Good previous education necessary. Premium required. Address—No. 6,283.*

COUNTY OF LONDON.

ASSISTANT EDUCATIONAL ADVISER.

THE London County Council invites applications for the Post of ASSISTANT EDUCATIONAL ADVISER. The Gentleman selected will be required to assist the Educational Adviser generally in connexion with Educational questions relating to the provision and co-ordination of Public Education in London. The salary attached to the position is £600 per annum, rising by annual increments of £50 to £800 per annum.

The Assistant Educational Adviser will be required to give his whole time to the duties of the office, and will in other respects be subject to the usual conditions attaching to the Council's service, particulars of which are contained in the form of application.

Applications should be made on the official form, to be obtained from the CLERK OF THE LONDON COUNTY COUNCIL, Education Offices, Victoria Embankment, W.C., to whom they must be returned not later than 10 a.m. on Saturday, the 24th day of September, 1904, accompanied by copies of not more than three recent testimonials.

Canvassing, either directly or indirectly, will be held to be a disqualification for appointment.

G. L. GOMME,
Clerk of the London County Council.
The County Hall, Spring Gardens, S.W.,
5th September, 1904.

CITY OF SHEFFIELD.

EDUCATION COMMITTEE.

CENTRAL HIGHER SCHOOL.

Wanted, a FORM MASTER, capable of teaching Mathematics and Latin. Qualified for inclusion in Column B of Teachers' Register. Salary according to qualifications. Forms of application may be obtained from the SECRETARY, Education Office, Sheffield.

STAMFORD HIGH SCHOOL FOR GIRLS
(ON BROWNE'S FOUNDATION).

The Governors will require a HEAD MISTRESS for this School for next January. University Degree, experience in a good Secondary School, and Training desirable. Fixed salary £100 a year and capitation fees of £2 a year for each Pupil up to 50 and £3 for each Pupil above 50. 72 Pupils now in the School. Cubicles provided for 20 Boarders.

No personal application to be made to any Governor.

Further information to be obtained from the Clerk to the Governors, Mr. G. GOODLEY, St. Mary's Street, Stamford, Lincs.

Sept., 1904.

CENTRAL FOUNDATION SCHOOL, BISHOPSGATE.—Wanted, immediately, JUNIOR SCIENCE MISTRESS. Subjects: Chemistry, Physics, Botany. Salary £110 to Graduate with experience. Suitable applications only acknowledged. Apply—HEAD MISTRESS, Spital Square, E.

RESIDENT ENGLISH MISTRESS (experienced) required, January, 1905, Friends' School, The Mount, York. Subjects: English and History and Theory of Education. Degree or equivalent and Training Diploma essential. Good salary offered for high qualifications. Apply, with references, to HEAD MISTRESS.

REQUIRED, in September, an experienced ASSISTANT MISTRESS for small Recognized Private School in Kent. Essential subjects: good Latin, Mathematics (modern methods), and some English. Botany desirable. Churchwoman preferred. State age, qualifications, experience, and salary. Address—No. 6,407.*

REQUIRED, in September, MISTRESS to teach half time in Girls' High School in North of England. Subject: Mathematics. Address —No. 6,406.*

KINDERGARTEN MISTRESS (Resident), in a London High School. Higher Certificate. Capable, trustworthy. Musical. Address —No. 6,413.*

MISTRESS wanted for part time in High School in Midlands. Good opportunity for completing Degree. Experience essential. Classics and Mathematics preferred. Address—No. 6,414.*

*** Replies to these advertisements should be addressed "*No.* —, *The Journal of Education, 3 Broadway, Ludgate Hill, E.C.*" Each must contain a *loose* stamp to cover postage on to advertiser. *Post Cards* will NOT be sent on.**

TO ASSISTANT MISTRESSES.

SEPTEMBER (1904) VACANCIES.

Messrs. GRIFFITHS, SMITH, POWELL & SMITH, Eduational Agents (Est. 70 years), 34 Bedford Street, Strand, and 22 Henrietta Street, Covent Garden, London, W.C., invite immediate applications from well qualified ***English and Foreign*** Assistant Mistresses for the following Appointments :—

Senior Mistress for important Secondary School. Must be highly qualified and possess University Degree. Experience necessary. Salary £200. —No. 343.

Second Mistress required for Technical School. Candidates must have had good experience. Salary £120 to £140.—No. 322.

First Assistant Mistress. Technical School. Good French and either Mathematics or English. £110 non-resident.—No. 482.

English Mistress for Private School in Kent. Latin and Mathematics necessary. Church of England. £60 resident.—No. 501.

Art Mistress for important School. Must hold Art Master's Certificate. £100 non-resident.—No. 460.

Three **Mistresses** for well known Public School —(1) **Science,** (2) **Mathematics,** (3) **Kindergarten.** In regard to (1) and (2) Degree or equivalent qualification necessary. Salaries £80 to £120. —No. 397.

Wanted, for High School, **Mistress** for advanced English and other subjects. Degree and Training desired. £100 non-resident.—No. 316.

Mistress for French (acquired abroad) and Drawing (Art Teachers' Certificate) or good English. High School. £80 non-resident.—No. 317.

Art Teacher for Technical School. Large classes. Must hold at least Art Class Teachers' Certificate. Salary £95 non-resident.—No. 385.

Head English Teacher for Private School at Seaside. Latin, Mathematics, &c. Degree necessary, and if possible should be registered in Column B. Salary £60 (about) resident.—No. 383.

German Mistress with good Music. London School. £50 resident.—No. 491.

English or Foreign Mistress for School in Vancouver, British Columbia. French, German, and Mathematics. £75 resident.—No. 756.

Canada. — Mistress for Church of England School. English, Latin, Mathematics, and two other subjects. £60 resident.—No. 192.

English Mistress for School in West of England. To prepare for Examinations. Degree or equivalent desired. £50 resident.—No. 079.

Trained Mistress for large, important School in London. Degree or equivalent necessary. Good salary to suitable candidate.—No. 951.

Head Teacher for School in Yorkshire. One holding Degree preferred. Latin, Mathematics, and some Science. £55 resident.—No 665.

Assistant Mistress for Seaside School. Must be Registered Teacher and able to take English, Mathematics, &c. Fair salary resident.—No. 743.

Head English Teacher for Seaside School on Kentish Coast. B.A. or good Certificates necessary. English, Mathematics, Latin, &c. £50 resident. Church of England.—No. 389.

English, Latin, and Mathematics. Registered Teacher desired or one qualified for Registration. £45 resident.—No. 381.

Registered Teacher wanted for good Private School. English, French, Botany. £45 res.—No. 465.

Experienced Teacher for History, Latin, Botany, and Mathematics. Salary from £45 resident. —No. 225.

Senior Mistress for School in Scotland. English, French, and German, and elementary Mathematics. £40 resident.—No. 512.

Form Mistress for English, Mathematics, Music, Gymnastics, and Games. Recognized School. £40 resident.—No. 507.

Mistress, with experience and Training, for Form next Kindergarten. Kindergarten Certificate desired. English, Drawing, &c. £40 resident.—No. 470.

Assistant Music Mistress for important School. Good Violin and moderate Piano. £40 resident.—No. 415.

Mathematics for Higher Local, Drawing, elementary Science, Drill. £40 resident.—No. 337.

English, Mathematics, Latin, French. Matriculation standard. Church of England. £40 resident. Seaside School.—No. 295.

Kindergarten Mistress with Higher Froebel Certificate. £40 resident.—No. 272.

English Mistress for School. Latin, French, and Mathematics necessary. £40 resident.—No. 201.

First-rate **Music Mistress** for London School. Must hold highest Certificates and have had good experience. Liberal salary.—No. 332.

Graduate or Undergraduate for Brighton School. Latin, French, Mathematics, Chemistry, English. £40 resident.—No. 127.

Head Assistant Mistress to take subjects for London Matriculation. £45 resident.—No. 977.

Fully Trained and Certificated Kindergarten Mistress for School in West of England. £45 resident.—No. 902.

Head English Teacher, with Degree, to prepare pupils for Examinations. Recognized School. £40 resident.—No. 881.

300 other resident and non-resident vacancies, in Public and Private Schools, for English and Foreign, Senior and Junior, Assistant Mistresses.

60 Student-Governesses also required for superior Schools on mutual terms, namely :—Board, Residence, and Educational advantages in return for services.

A complete List of Vacant Appointments in Public and Private Schools will be sent by **Messrs. GRIFFITHS, SMITH, POWELL & SMITH** to English and Foreign Assistant Mistresses on application.

N.B.—*Assistant Mistresses, when making application to Messrs. Griffiths, Smith, Powell & Smith for particulars of the above Appointments or for a list of Vacancies, should state the Subjects they would undertake to teach, age, experience, whether they are Graduates (or equivalent) or hold other Certificates, and should also enclose names of referees and copies of Testimonials.*

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34 BEDFORD STREET, STRAND, LONDON, W.C.

Telegraphic Address: "SCHOLASQUE, LONDON."

LONDON COUNTY COUNCIL.

LONDON DAY TRAINING COLLEGE.

THE LONDON COUNTY COUNCIL will require the services of Three Additional MISTRESSES, to undertake work in September or October at the London Day Training College, under Professor Adams, Professor of Education in the University of London. It is necessary that the Mistresses should be qualified to supervise the Schoo Practice of Students, as well as to give instruction in Arts or Science. The salary attached to the principal post will be £200 a year, and the two other Mistresses will be appointed at £150 a year each. Candidates must apply on Forms to be obtained from the CLERK OF THE COUNCIL, Education Offices, Victoria Embankment, W.C.; the forms should be returned not later than Thursday, 8th September. The envelopes should be marked, "Training College Mistress."

G. L. GOMME,
Clerk of the Council.

COUNTY COUNCIL OF THE WEST RIDING OF YORKSHIRE.

EDUCATION DEPARTMENT.

The West Riding Education Committee, mainly in connexion with the development of the Instruction and Training of Pupil-Teachers, will require (in September) the services of :—

1 HEAD MASTER (Swinton and Mexborough). Salary £300 per annum.
3 HEAD MISTRESSES (Goole, Normanton, Sowerby Bridge). Salary £200 per annum.
2 HEAD MISTRESSES (Elland, Knottingley). Salary £150 per annum.
1 ASSISTANT MISTRESS (Swinton and Mexborough). Salary £120 per annum.
5 ASSISTANT MISTRESSES (Elland, Goole, Knottingley, Normanton, Sowerby Bridge). Salary £100 per annum.

The instruction to be given will be on the lines of an ordinary Secondary Day School curriculum.

Applications for these Posts must be made on forms to be obtained from the Education Department (Secondary), County Hall, Wakefield, where they must be returned not later than Saturday, September 10th. Copies of not more than three recent testimonials must be sent with the application.

Canvassing will be a disqualification.

KENT EDUCATION COMMITTEE.

The Kent Education Committee require the services of an additional Officer in their Higher Education Department.

The Gentleman to be appointed (who should be between 25 and 35 years of age) must possess good academic qualifications. He will be expected to furnish evidence of experience in educational administration on the Secondary and Technical side. It is essential that he should be thoroughly competent to conduct General Correspondence, to draft Reports, and to prepare the Agenda for and keep Minutes of the meetings of Committees.

The commencing salary offered is at the rate of £200 per annum.

All applications must be made upon special forms, which will be forwarded upon request, and must be lodged with the undersigned before noon, September 10th, 1904.

FRAS. W. CROOK,
Secretary.
Kent Education Committee,
44 Bedford Row, W.C.

TECHNICAL INSTITUTE, TUNBRIDGE WELLS.

ORGANIZING SECRETARY.

The Kent County Council Higher Education Sub-Committee for Tunbridge Wells are prepared to consider applications for the Post of ORGANIZING SECRETARY, at a commencing salary of £230, rising to £250 per annum by two annual increments of £10.

Applications (by letter only), stating age, qualifications, and experience, to the SECRETARY, Technical Institute, Tunbridge Wells.

No testimonials should be sent in the first instance.

J. ARTHUR GILL,
Secretary (pro tem.).

BOROUGH POLYTECHNIC INSTITUTE, LONDON, S.E.

THE Governors will, in October, require the services of a Visiting MISTRESS for two afternoons a week, to teach English subjects to the Pupils of a Special Trade School. Experience in Teaching essential. Particulars may be had on application to the LADY SUPERINTENDENT.

C. T. MILLIS,
Principal.

Mr. Truman's Educational Agency

6 HOLLES STREET, CAVENDISH SQUARE, LONDON, W.

TELEGRAMS—"TUTORESS, LONDON." TELEPHONE NO. 1167 MAYFAIR.

Mr. TRUMAN has still on his books a large number of Vacancies in important Public and Private Schools for which to select and put forward suitable Candidates, and will be glad to hear from English and Foreign Lady Teachers who are still disengaged.

No charge is made unless an engagement be secured through Mr. Truman's instrumentality, when the terms are reasonable.

SCHOOL TRANSFERS and PARTNERSHIPS,

See page 582.

COUNTY BOROUGH OF WEST BROMWICH.

EDUCATION COMMITTEE.

SCIENCE MASTER required for Day Technical School. Must be a Graduate with experience, and have good qualifications in Physics. Some knowledge of Engineering subjects a recommendation. Applications, with three copies of recent testimonials, to be sent on or before August 31st to the HEAD MASTER, Day Technical School. Commencing salary £130 to £150, according to qualifications.

J. E. PICKLES,
The Institute, West Bromwich. Secretary.

CUMBERLAND EDUCATION COMMITTEE. PENRITH PUPIL-TEACHER CENTRE.

THE Committee are about to open a Pupil-Teacher Centre at Penrith, and invite applications from qualified Teachers for the Post of HEAD MISTRESS.

Applicants must hold a Degree or its equivalent (special subjects Science and Mathematics), have had teaching experience in a good School, and be qualified to be Registered in Column B of the Teachers' Register. Salary £150 per annum.

Candidates should state when they could enter on the duties. Forms of application will be sent on receipt of a stamped addressed foolscap envelope, and must be returned on or before September 10th, 1904.

C. COURTENAY HODGSON,
The Courts, Carlisle, August, 1904. Secretary.

EDGBASTON CHURCH COLLEGE.—Wanted, in September, Temporary SCIENCE AND GEOGRAPHY MISTRESS, Non-resident. Botany essential. Experience more important than University qualifications. Apply, with full particulars, HEAD MISTRESS, College, Calthorpe Road, Birmingham.

SWANSEA.—Intermediate Education.—High School for Girls.—Wanted, in January, Non-resident ASSISTANT MISTRESS. General Form subjects, thorough French (Conversational, good accent). Preference for Degree and Training. Salary according to qualifications—minimum £100. Applications, copies of testimonials, particulars of experience, training, age to be sent to HEAD MISTRESS.

MUNICIPAL TECHNICAL SCHOOL, MAIDSTONE.

Applications are invited for the following positions (duties to commence October 3rd, 1904):—

HEAD SCIENCE MASTER, who shall be a Graduate in Science of a British University and possess a thorough knowledge of Physics, Chemistry, and Mathematics. His duties will be connected mainly with the Evening Classes and the instruction of Pupil-Teachers in Science. The gentleman appointed will be expected to devote the whole of his time (when required) to the service of the Committee. Salary £180, rising by annual increments of £10 to £200.

ASSISTANT SCIENCE MASTER, who shall work under the direction of the Head Master, and be specially qualified to teach Science subjects I., II., III. Salary £110, rising by annual increments of £10 to £130.

Further information may be obtained from the undersigned, to whom all applications must be forwarded (endorsed) on or before 5th September, 1904.

S. LANCE MONCKTON,
Solicitor and Clerk to the
Education Offices, Education Committee.
Maidstone, 17th August, 1904.

WANTED, for large Diocesan Girls' College, South Africa, Fifth FORM MISTRESS. Mathematics to Matriculation and Intermediate. Latin. Degree or equivalent. £100 resident. Passage paid. Three years' agreement. Apply—EDUCATION SECRETARY, S.A.C.S., 47 Victoria Street, S.W.

COUNTY SCHOOL, BARMOUTH.

Wanted, for September 19th, ASSISTANT MASTER, to take Chemistry and Physics and Drill. Commencing salary £120, non-resident. Apply at once to HEAD MASTER. August 24.

SEPTEMBER VACANCIES (LANCS).—ENGLISH MISTRESS, with Degree or equivalent. £110.—KINDERGARTEN. Qualified to train for Higher Froebel. Good salary.—Recognized School (Seaside). English, Mathematics. £45.—Devon. Music, Violin, or Mandolin. £45.—HOOPER'S, 13 Regent Street, Pall Mall. Many other vacancies. Stamp.

COUNTY OF LONDON.

THE London County Council invite applications for appointment as WOMAN ASSISTANT TEACHER at the Mile End Pupil-Teachers' School, Essex Street, Mile End Old Town.

Applicants must be qualified to teach the general subjects set out in the syllabuses of the King's Scholarship and Matriculation Examinations, more especially the subjects of Latin, French, Mathematics, and, if possible, Needlework.

Applications for particulars, marked outside "Pupil-Teachers' Schools" and accompanied by a stamped foolscap envelope or wrapper, should be made to H. J. MORDAUNT, Esq., London County Council Education Offices, Victoria Embankment, W.C.

G. L. GOMME,
Clerk of the Council.
County Hall, Spring Gardens, S.W.
August 24th, 1904.

WANTED, in September, Resident MUSIC MISTRESS, for Mixed School. Salary £50–£60. Apply—Miss GREG, 49 Ullet Road, Liverpool.

WANTED, ASSISTANT MISTRESS (Resident), in Ladies' Boarding School, to teach the usual subjects for Oxford Junior, with good French, Botany, elementary Latin, Mathematics, Swedish Drill, Hockey.—Turville, Herongate, Brentwood.

GOVERNESS-STUDENTS.—Two wanted, in Ladies' Boarding School—one musical. Prepared for Examinations. Premium required.—Turville, Herongate, Brentwood.

KINDERGARTEN.—Wanted, immediately, in Recognized Public School, Trained and fully-qualified KINDERGARTEN MISTRESS, able to Train Students for Higher Froebel Examination. Churchwoman. Address, with testimonials and photo—HEAD MISTRESS, Merchant Taylors' Girls' School, Crosby, Liverpool.

MATHEMATICS.—Wanted, immediately, in Recognized Public School, Two experienced FORM MISTRESSES—(1) to teach chiefly Mathematics; (2) Science, good Geography, and Class Singing. Degree or equivalent. Churchwomen. Address, enclosing testimonials and photo—HEAD MISTRESS, Merchant Taylors' Girls' School, Crosby, Liverpool.

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Supplement to

THE JOURNAL OF EDUCATION.

No. 422. SEPTEMBER 1, 1904.

Cambridge University Press.

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THE following is a second instalment of the list, complete up to the beginning of July, of schools recognized by the Board of Education for the purposes of the registration of teachers. We have been induced to publish this list by the numerous requests that we have received from teachers and intending teachers, who naturally desire to learn what are the schools by service in which they will, in respect of "experience in teaching," qualify themselves for registration. We are bound, however, to repeat our caution that "recognition" for this particular purpose must not be taken as a guarantee of the efficiency of the school in all respects.

We believe our list will be found accurate and nearly complete, but any errors or omissions to which our attention is called will be rectified in the ensuing month. Mixed schools for boys and girls are too few in number to call for a separate list, and they have been classified under Schools for Boys.

The following abbreviations have been adopted :—S. = School ; Gr. = Grammar ; Coll. = College ; S.D.S. = Secondary Day School under Board of Education ; C.S.Co. = Church Schools Company ; G.P.D.S.Co. = Girls' Public Day School Company ; P.-T. = Pupil-Teacher.

☞ *The first part of this list appeared in our August issue.*

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Inst.
Wigton, Friends' S.
Wilmslow, Gr. S.
Wimbledon, S.W.:
Wimbledon Coll.
King's Coll., Worple Rd.
Rokeby S.
Spencer Coll.
Wimbledon Common, S.W., King's College S.
Wimborne, Gr. S.
Winchester Coll.
Winchester:
Kingsgate House S.
Northgate S.
Peter Symond's S.
Trafalgar House S.
West Downs S.
Winchfield:
Eversley S.
Hartford House S.
Windsor Castle, St. George's S.
Winsford, Verdin Technical S.
Wisbech:
Gr. S.
Barton S.
Withernsea, Holderness Coll.
Witney, Gr. S.
Woking, Mount Hermon S.
Wokingham, Wixenford S.
Wolverhampton:
Gr. S.
Higher-Grade Council S.
Wolverley, Gr. S.
Wonersh, St. John's Diocesan S.
Woodbridge S.
Woodcote, Waynflete S.
Woodford:
Bancroft S.
Woodford Coll.
Woodstock, Secondary S.
Woolwich:
Polytechnic S.
P.-T. Centre, Maxey Rd., Plumstead.
Worcester:
King's S.
Royal Free Gr. S.
P.-T. Centre.
Worcester (*continued*):
Choir S., College Green.
Workington, Higher-Grade S.
Worksop:
St. Cuthbert's Coll.
Ashley House S.
Wootton-under-Edge, Gr. S.
Worthing:
St. Ronan's S.
Wykeham House S.
Wrexham, County S.
Yalding, Cleave's S.
Yarlet, The Hall S.
Yarm, Gr. S.
Yarmouth, Gt.:
Gr. S.
Yarmouth Coll.
Duncan House S.
Yeovil, Kingston S.
York:
St. Peter's S.
Abp. Holgate's S.
Bootham S.
Elmfield Coll.
Monk Bridge S.
St. Martin's S.
Ystalyfera, County S.

Omissions from previous list.

Clevedon, Eastington Preparatory S.
Ealing, W., Melvillehurst S., 22 and 23 Grange Rd.
Hampstead, N.W., West Heath S.
Huddersfield, College S., Mountjoy Rd.
Ipswich, Northgate S.

GIRLS' SCHOOLS.

King's Lynn, Ripley S., London Rd.
Kingston-on-Thames, Tiffins' Girls' S.
Kirkby Lonsdale, Casterton, Clergy Daughters' S.
Knutsford, Clifton House S.
Lampeter, Girls' High S.
Launceston, North Hall S.
Leamington:
Clarendon House S.
Girls' High S.
Leigh Bank Coll.
Lee, S.E., St. Margaret's High S., Old Rd.
Leeds:
Church Middle Class S., Verum Rd.
Enmoor Lodge Collegiate S., Chapeltown Rd.
Girls' Gr. S.
Girls' Modern S.
Hope House S., Reginald Terrace.
Lyddon Villa S., Clarendon Rd.
Reginald Terrace S.
Leek, Church Girls' High S.
Leicester:
Avenue Rd. Girls' S., Stoneygate.
Girls' Collegiate S.
Girls' High S. (C.S. Co.).
Grenville Coll., Grenville Rd.
Kelland Coll. High S., The Fosse.
Wyggeston Girls' S.
Leinster Gardens, W.:
Hyde Park New Coll.
Leinster House S.
Leominster, Clarendon House S.
Lewes, Newcastle House S.
Lewisham, S.E.:
Girls' Gr. S.
Malvern House S., Lewisham Pk.
Leyland, Balshaw's Endowed S.
Leytonstone, Elson House High S.
Lichfield, Incorporated High S.
Limpsfield, Missionaries' Children Home S.

Lincoln :
Chestnut House Girls' S.
Girls' High S.
P.-T. Centre, Church House.
Tentercroft S.
Liscard :
Convent High S.
Seabank High S.
Wallasey High S.
Liskeard, Kilmar Coll.
Littlehampton, St. Hilda's S., Granville Rd.
Liverpool :
Bedford Coll.
Bellerive Conv. Boarding & Day S., Prince's Pk.
Church P.-T. Coll., Colquitt St.
Conv. of Notre Dame & P.-T. Coll., Everton Valley.
Girls' Coll.
High S. (G.P.D.S.Co.), Belvedere Rd.
High S. (G.P.D.S.Co.), Newsham Drive.
Liverpool Inst. Girls' S.
Meliden S., Sefton Drive.
Melrose High S., Croxteth Road.
Notre Dame Collegiate S., Everton Valley.
Notre Dame High S., Mount Pleasant.
Parklea S., Greenbank Drive, Sefton Pk.
P.-T. Centre, Mount Pleasant.
P.-T. Coll., Shaw St.
P.-T. Coll., Clarence St.
Sefton Pk. High S., Arundel Avenue.
South Liverpool Girls' S., Alexandra Drive, Sefton Pk.
Summerfield S., Alexandra Drive, Sefton Pk.
Westwood S., Lance Lane, Wavertree.
Windsor High S., Church Rd., Wavertree.
Wyndhurst S., Waterloo.
Llandaff, Howell's S.
Llandovery, Girls' County S.
Llanelly, Girls' County S.
LONDON :
See Acton, Anerley, Baker St., Balham, Barnsbury, Bayswater, Blackheath, Bow, Bowes Pk., Boyle St., Brixton, Brondesbury, Camberwell, Camden Town, Canonbury, Cavendish Sq., Charing Cross Rd., Chelsea, Chiswick, City of London, Clapham, Clapham Common, Clapton, Crouch Hill, Dulwich, Ealing, East Ham, Eaton Sq., Finchley, Finsbury Pk., Forest Gate, Forest Hill, Gordon Sq., Hackney, Hampstead, Harley St.,Hatcham, Haverstock Hill, Heston-Hounslow, Highbury, Highgate, Holborn, Holland Pk., Holloway, Honor Oak, Hornsey, Islington, Kensington, Lee, Leinster Gardens, Lewisham, Maida Vale, Mecklenburgh Sq., Muswell Hill, New Southgate, Norwood, Notting Hill, Paddington, Poplar, Putney, Ravenscourt Pk., Regent St., Roehampton, St. George's-in-the-East, St. John's, Southwark, Spital Sq., Stamford Hill, Stepney, Stratford, Streatham, Stroud Green, Surbiton, Sydenham, Tollington Pk., Tooting, Tottenham, West Ham, Westminster, Willesden, Wimbledon, Winchmore Hill, Wood Green.
Londonderry :
Strand House S.
Victoria High S.
Long Sutton, Ashby High S., The Lawns.
Loughborough, Girls' High S.
Luton :
High S., Lyndhurst.
King St. Girls' S.
Lytham, Lancs. :
Fairhaven Girls' High S.
Lowther Coll.
Macclesfield, Girls' High S.
Maida Vale, W., High S. (G.P.D.S.Co.), Elgin Avenue.
Maidenhead :
Craufurd House S.
Westholme S., The Crescent.
Maidstone, Girls' Gr. S.
Malvern :
The Hollies S., Worcester Rd.
The Mount S.
The Priory S.
Manchester :
Anglo-German High S., Willow Bank, Moss Lane East.
Broomfield House S., Didsbury.
Collegiate High S., Palatine Rd.
Conv. of Our Lady of Loreto S.
Elmswood S., Stretford.
Ellerslie Coll., Victoria Pk.
Elmswood S., Cromwell Rd., Stretford.
Fairfield Moravian Ladies' S.
Girls' High S., Dover St.
Girls' High S., Higher Broughton.
Girls' S., Mauldeth Rd., Withington.
Girls' High S., The Hollies, Fallowfield.
Girls' High S., West Didsbury.
Lady Barn House S., Withington.
Moravian Girls' S., Fairfield.
Notre Dame High S., Bignor St.
Pendleton Girls' High S.
Southolme High S., Whalley Range.
Stretford Rd P.-T. Centre.
Urmston Ladies' Coll.
Whalley Range Girls' High S.
Wellington Girls' S.
See also Hulme.
Mansfield, Queen Eliz. Gr. S.
Margate :
Addiscombe House S., Hawley Sq.
Athelstan House S., Cliftonville.
Chulmleigh Collegiate S., Edgar Rd.
Claremont S., Cliftonville.
Guelph House S., Grosvenor Pl.
Lynton House S., Cliftonville.
Montrose House S.
St.Martin'sS.,Easter Esplanade, Cliftonville.
Marlborough :
Mayfield Coll.
Mayfield, Sussex, Conv. S., The Old Palace.
Mecklenburgh Sq., W.C., West Central Collegiate S.
Middlesbrough :
Girls' High S.
St. Mary's Conv. S., Martin Rd.
Mill Hill, N.W., St. Mary's Abbey Girls' S.
Monmouth, Girls' High S.
Mountmellick, Queen's Co., Friends' S.
Murree, India, St. Denys' S.
Muswell Hill, N. :
Girls' Collegiate S., Queen's Avenue.
High S.
Nailsworth, Glos., Bannut Tree House S.
New Brighton :
St. Hilary S., Mount Rd.
Somerville S.
Newbury :
College House S.
Girls' Home S.
Newcastle, Staffs., Orme Girls' S.
Newcastle-on-Tyne :
Allan's Girls' Endowed S.
Central High S. (G.P.D.S.Co.).
Girls' High S. (C.S.Co.), Tankerville Terrace.
John Knox Hall.
Northumberland Rd. P.-T. Central S.
Private S., 32 Clayton Rd.
St. George's S., Osborne Rd.
St. Margaret's S., Osborne Rd., Jesmond.
Wandsworth House S., Heaton.
Westmorland Rd. High S.
New Malden, Surrey, High S., Westbury Rd.
Newmarket, Fairlawn S.
Newport, I.W., County P.-T. Centre.
Newport (Mon.) :
Cheltenham House S., Stow Pk.
Drayton House Collegiate S.
Girls' Inter. S.
Pencraig S., Caeran Pk.
St. John Baptist's High S.
New Southgate, N., High S.
Newton, Girls' County S.
Newton Abbot :
Girls' High S.
St. Bernard's S.
Northampton :
Castle Hall S.
Convent of Notre Dame Boarding S.
Girls' S. (C.S.Co.).
Ladies' Coll., 5 St. Giles St.
St. Michael's Avenue S.
North Walsham, The Elms S.
Northwich, High S.
Northwood, Middlesex :
Northwood Coll.
St. Helen's S., Eastbury Road.
Norwich :
Convent of Notre Dame S., St. Catharine's Hill.
Duke St. Girls' S. of Science.
High S. (G.P.D.S.Co.).
Llandaff House S., Grove Rd.
Lonsdale House S., Earlham Rd.
Pembroke House S., Unthank Rd
Surrey House S.
Thorpe House S., Thorpe.
Norwood (South) :
Anglo-French Coll., Oliver Grove, S.E.
Dagnall Pk. S., Selhurst Rd.
The Grange S., Selhurst Rd., S.E.
Norwood (Upper) :
Belvedere Coll., Belvedere Rd., S.E.
Convent of the Faithful Virgin S., S.E.
Leighton House S., Auckland Rd., S.E.
Ormesby S., S.E.
Nottingham :
Acourt St. P.-T. Centre.
High S. (G.P.D.S.Co.).
Holme Vale S., Hamilton Drive, The Park.
The Laurels S.
Western House S., The Park.
Notting Hill, W., High S. (G.P.D.S.Co.).
Ockbrook, near Derby, Moravian Girls' S.
Oldham :
Hulme Girls' High S.
West Leigh S., Werneth Hall Rd.
Oswestry :
Ashlands Coll.
Rilston S.
Oxford :
Girls' Day S., Banbury Rd.
High S. (G.P.D.S.Co.).
Oxford House S., St. John's St.
P.-T. Centre.
St. Anne's S., Rewley House.
Paddington, W., St. Mary's Coll.
Paignton :
Paignton High S., Collingwood.
St. Petrox S.
Parkstone, Sandecotes S.
Penarth, Girls' County S.
Penzance :
Ch. of Eng. High S., Clarence House.
West Cornwall Girls' Coll.
Peterborough :
Girls' High S.
Laurel Court S., The Precincts.
Peterhead Institute S.
Pinner, Woodridings S.
Plymouth :
Alton S., Mount House, Hartley.
Convent of Notre Dame S.
Girls' High S., North Hill.
Girls' Coll., Lockyer St.
Gunnerside S.
Headland Coll.
Kindergarten and Pestalozzian S., Portland Pl.
Mannamead S., Moorfield.
Plymouth Girls' Coll., Lockyer St.
Western Coll., Mannamead.
Pontefract :
Girls' High S.
Trinity House S.

Pontypool, Girls' County S.
Pontywaun, County S.
Poplar, E., Howrah House High S.
Portsmouth, High S. (G.P.D.S.Co.).
Prestatyn, Wales, Redcliffe Girls' High S.
Preston, Lancs.:
 Cambridge House S., Fishergate Hill.
 Conv. High S., Winckley Sq.
 Conv. P.-T. Centre, Winckley Sq.
 High S.
 Lark Hill High S.
 Moorlands S.
Princethorpe, St. Mary's Priory.
Purley, Warehousemen, Clerks, & Drapers' S.
Putney, S.W.:
 East Putney High S., Carlton Rd.
 Mecklenburg House S., Putney Hill.
 South-West London Coll., Putney Hill.
Ramsey, Isle of Man, Milntown Girls' S.
Ramsgate:
 Conv. of the Assumption S., St. Lawrence.
 Townley House S.
Rathfarnham, Dublin, Loreto Abbey S.
Ravenscourt Pk., W.:
 Ravenscourt House S.
 Rutland House S., Shaftesbury Road.
Reading:
 Girls' High S. (C.S.Co.).
 Kendrick Girls' S.
 Malvern House S.
 Portway Coll.
 Summerbrook Girls' S.
 Wilton House S.
Redcar, Girls' High S., Grey House.
Redhill:
 Radnor S., Elms Rd.
 Royal Asylum of St. Anne's S.
Regent Street, W., Polytechnic Girls' S.
Reigate:
 Clough S., Doods Rd.
 Girls' High S.
Retford, Girls' High S.
Rhyl:
 Arcville Coll., East Parade.
 Blencathra S., Marine Drive.
 Convent High S., Bryntirion.
 Elmry Hall S.
Richmond, Surrey:
 Girls' High S. (C.S.Co.).
 Girls' S., The Ferns, Onslow Rd.
 Selwyn House S., Church Rd., Richmond Hill.
Richmond, Yorks.:
 Convent of the Assumption Boarding S.
 Girls' S., Frenchgate.
Ripon, Skellfield S.
Rochdale, Girls' Day S., William St.
Rochester:
 Girls' Gr. S.
 St. Margaret's Bank S.
Rock Ferry:
 Elmhurst S.
 Hermann House S., Victoria Rd.
Roehampton, S.W.:
 Clarence House S., Priory Lane.
 Convent of the Sacred Heart S.
Romsey, Bickleigh House S.
Ross-on-Wye:
 Girls' High S.
 Palmerston House S.
Rotherham:
 Cranbourne S., Tooker Rd.
 Girls' High S., Moorgate, Alma Rd.
Rugby:
 The Laurels S.
 West Vale Girls' S.
 Girls' County S.
Ryde, I.W.:
 St. Boniface Coll.
 Westwing Coll., Vernon Sq.
Saffron Walden, Cambridge House S.
St. Albans:
 Church High S.
 Manor Lodge S.
St. Andrews, St. Leonard's S.
St. Anne's-on-Sea:
 Arnhall S.
 Girls' High S.
 St. Anne's Coll.
St. George's-in-the-East, E., Raine's Foundation S.
St. Helen's:
 Conv. Notre Dame High S., North Rd.
 Cowley Girls' S.
St. Helier's, Elysian House S.
St. Ives, Slepe Hall S.
St. John's, S.E., Highleigh House S., Tressillian Rd.
St. Leonards-on-Sea:
 Collegiate S.
 Conv. of the Holy Child Boarding S.
 Hastings & St. Leonards Coll.
 St. John's Coll.
 St. Mary's Lodge S., St. Charles Rd.
 Upper St. Leonards Ladies' Coll., Markwick Terrace.
 Winchester House S.
Sale, Cheshire:
 Alderhurst Girls' S., Marlborough Rd.
 Girls' High S.
Salford:
 N. Manchester High S., Higher Broughton.
 Victor St. P.-T. Centre.
Salisbury:
 Girls' High S., London Rd.
 Godolphin S.
Sandown, I.W., Wharncliffe Coll.
Scarborough:
 Bulcote House S.
 Convent of Ladies of Mary Boarding S., Queen St.
 High Cliff Girls' S.
 Lilford Coll.
 Queen Margaret's S., Oliver's Mount.
 St. Hilary's S.
 Westlands S.
Seaford, Sussex:
 Ladies' Coll.
 St. Winifred's S., Blatchington.
 The Downs S.
Seaforth, near Liverpool, Convent Boarding S.
Sedbergh, Yorks, Baliol S.
Settle:
 Girls' Gr. S.
 Overdale S.
Sevenoaks, S. for Missionaries' Daughters, Walthamstow Hall.
Shaftesbury, Girls' High S.
Sheffield:
 Abbeyfield Mount High S., Abbeyfield Rd.
 Conv. of Notre Dame Boarding S.
 Eton House S., Wilkinson St.
 High S. (G.P.D.S.Co.).
 Millhouse Day S., Springfield Rd.
 Park High S., Laithfield House, Norfolk Rd.
 Sharrow High S., Kenwood Pk. Rd.
 Westbourne S., Severn Rd.
Sherborne:
 Girls' S.
 St. Antony's S.
Shipley:
 Parkfield S., Victoria Pk.
 The Salt S.
Shortlands, Kent, Oakhurst S., Kingswood Rd.
Shrewsbury, High S. (G.P.D.S. Co.).
Sidcup, Kent:
 Girls' High S., Station Rd.
 Hamilton Coll., Hadlow Rd.
 Westburton S.
Simla, India:
 Auckland House High S.
 Ayrcliff High S.
Skipton, Girls' Gr. S.
Skipton-in-Craven, St. Monica's Convent Boarding and Day S.
Slough, Halidon House High S.
Solhull, nr. Birmingham, S. for Girls.
Southampton:
 Alexandra Coll., Shirley.
 Convent High S.
 Girls' Coll., Carlton Crescent.
 Ravenscroft S., Carlton Crescent.
 St. Lawrence S.
 St. Winifred's S., London Rd.
Southborough, nr. Tunbridge Wells, Argyle House S.
Southbourne-on-Sea, Hants:
 Grassendale S.
 St. Cuthbert's S.
Southend-on-Sea, Queen Anne's Coll., West Cliff Parade.
Southport:
 Brentwood S., Morley Rd.
 Brighthelmston S., Waterloo Rd., Birkdale.
 Clarendon House S., Hesketh Pk.
 Convent Notre Dame High S., Birkdale Pk.
 Eversley House S., Cambridge Rd.
 Girls' High School, Scarisbrick New Rd.
 Glengarry S., Birkdale.
 Hartfell S., Birkdale Pl.
 Malvern House S., Waterloo Road, Birkdale.
 Stoneycroft S., Scarisbrick New Rd.
 Trinity Hall S.
 Wintersdorf S., Birkdale.
Southsea:
 Byculla S., Merton Rd.
 Hursley House, Lennox Rd. South.
 St. Bernard's Girls' S., Sussex Road.
 Woodford S., Albany Rd.
South Shields:
 Misses Stewart's S., Ogle Terrace.
 Westoe High S., Meldon Terrace.
Southwark, S.E.:
 Notre Dame High S., St. George's Rd.
 St. Saviour's & St. Olave's Girls' Gr. S., New Kent Road.
Southwold, St. Felix S.
Spalding:
 Collegiate Boarding & Day S.
 Welland Hall S.
Spital Square, E., Central Foundation S.
Staines, Girls' High S.
Stamford:
 Brazenose S.
 Girls' High S.
Stamford Hill, N.:
 High S.
 St. Mary's Priory.
Stanford-le-Hope, Girls' Collegiate S.
Stepney, E., Trafalgar Sq. P.-T. Centre.
Stockport:
 Claremont Coll., Buxton Rd.
 Girls' High S.
 Newlands High S., Heaton Moor.
 Roseleigh Girls' High S., Heaton Chapel.
 Springfield House S., Edgeley.
Stockton-on-Tees, Queen Victoria High S.
Stoke-Bishop, nr. Bristol, The Modern Coll.
Stoke Newington, N., Glanville House Collegiate S.
Stone, Staffs., Oulton Abbey S,
Stonehouse, Glos., Ryeford Hall Ladies' Coll.
Stow-on-the-Wold, The Elms S.
Stratford, E., Water Lane P.-T. Centre.
Stratford-on-Avon, Waltham House S.
Streatham, S.W.:
 High S. (C.S.Co.).
 Mount View S., Leigham Court Rd.
 St. Andrew's Conv. High S.
 St. Helen's S., High Rd.
 Streatham Hill High S. (G.P.D.S.Co.).
 The Elms S., The Grove.
Stroud, Glos.:
 Ladies' Coll., Beeches Green.
 Stratford Abbey Coll.
Stroud Green, N.:
 High S. (C.S.Co.).
 High S., Oakfield Rd.
Sunderland:
 Claremont House S.

Sunderland (*continued*):
High S. (C.S.Co.).
The Grange S.
Surbiton, S.W.:
Argyll House S., Surbiton Hill.
Girls' High S. (C.S.Co.).
Sutton, High S. (G.P.D.S.Co.).
Sutton Coldfield:
Allerton Coll., Litchfield Rd.
Ashtree House High S.
Iona Cottage High S.
Swaffham, Girls' High S.
Swansea:
Girls' Inter. S.
Girls' High S. (G.P.D.S.Co.).
Swindon, Girls' High S., The Sands.
Sydenham, S.E.:
Edgehill S., Peak Hill.
Girls' High S. (G.P.D.S.Co.).
Strathmore Girls' Coll., Sydenham Pk.
Tadcaster, Yorks., Dawson's Girls' Endowed Middle-Class S.
Tadworth, Surrey, St. Monica's S.
Taunton:
Flook House S., North Town.
Fox's Girl's S.
St. Olave's S.
Weirfield Girls' S., Staplegrove Rd., French Weir Avenue.
Teddington, Summerleigh S.
Teignmouth:
Convent of Notre Dame Boarding S., St. Joseph's.
S. for Gentlemen's Daughters, Orchard Gdns.
Thorn Pk. High S.
Tenterden, Beacon Oak S.
Tewkesbury, Church High S.
Thame, Old Gr. S. for Girls.
Thetford, Girls' Gr. S.
Thornton Heath, Brigstock Rd. Girls' S.
Tipton, Walford Coll.
Tiverton:
Girls' Middle S.
Ladies' Coll.
Tollington Park, N., Girls' High S., Hyde House.
Tooting, S.W., Talgarth House S., Trinity Road, Upper Tooting.
Torquay:
Apsley House High S.
St. Catherine's High S., St. Mary Church.
Totnes:
Girls' High S.
Girls' S.
Tottenham, N.:
Girls' High S. (Drapers' Co.).
North Middlesex High S., High Rd.
P.-T. Centre, The Cedars, The Green.
West Green Coll., West Green Rd.
Trinidad, Government Training Coll. for Women Teachers, Port of Spain.
Truro, Girls' High S.
Tunbridge Wells:
Hamilton House S.
High S. (G.P.D.S.Co.).
Tutbury, nr. Burton-on-Trent, Ashley House S.
Tynemouth, Private S., 1 Manor Terrace,
Upton, Essex, Ursuline Conv. Boarding S.
Urmston, Ladies' Coll.
Valetta, Malta, Girls' Secondary S.
Vancouver, Private S.
Wakefield, Girls' Endowed S.
Wallingford:
Calleva House Girls' S.
Girls' Gr. S.
Wallington, Girls' S.
Walmer, Roselands Conv. S.
Walsall, Queen Mary's High S.
Walthamstow, Girls' High S.
Wandsworth, S.W., Girls' High S., East Hill.
Wantage, St. Mary's S.
Walton-by-Clevedon, Somerset, Ladymeade S.
Warrington:
St. Elphin's Clergy Daughters' S.
Training Coll.
Warwick, King's Girls' High S.
Watford:
Eastbury S.
Girls' Gr. S.
London Orphan Asylum.
Gartlet S., Clarendon Rd.
Corran Collegiate S.
Wellington, Salop, Ladies' Coll.
Wells, Somerset, Girls' High S.
Westborough, High S.
Westcliff-on-Sea, Alexandra Coll.
Westgate-on-Sea:
The Eyrie Ladies' Coll.
Eltrandene S.
West Ham:
High S.
P.-T. Centre, Russell Rd., Custom House.
West Hartlepool:
Girls' Gram. S., York Rd.
St. Joseph's Conv. S.
West Kirby, Girton House S.
Westminster, S.W., Grey Coat Hospital.
Weston-super-Mare:
Athelstan Girls' S., The Shrubbery.
Beaurivage S., St. Paul's Rd.
Carlton House S.
Dunmarklyn S.
Eastern House S.
Etonhurst S.
Stanmore House Girls' S., Royal Crescent.
Weybridge, Village Hall S.
Weymouth:
Conv. High S., Carlton Rd.
Corstorphine S., Rodwell.
Whitby, Private S., 6 Church Sq.
Whitchurch, Girls' High S.
Whitehaven:
Ghyll Bank Girls' S.
Glenholm S.
Whitley Bay, Northumberland, Gordon Coll.
Wigan:
Conv. High S., Standisgate.
Girls' High S. (C.S.Co.).
Wigton, Thomlinson Girls' Gr. S.
Wilmslow, Beechfield S.
Willesden, N.W., Conv. of Jesus and Mary S.
Wimbledon, S.W.:
Allenswood S., Wimbledon Pk.
Denmark Coll., Denmark Avenue.
High S. (G.P.D.S.Co.).
The Study S., High St.
Ursuline Conv. S., The Downs.
Winchester, Girls' High S.
Winchmore Hill, N., Avondale Coll.
Wisbech, Carlton Coll.
Woking:
Cotteridge S.
Girls' High S., Commercial Road.
Wolverhampton, The Larches S., Tettenhall Rd.
Woodhall Spa, Lincs., Girls' High S.
Woodford, Essex:
Essex House S., Woodford Green.
Gowan Lea S., High Rd., South Woodford.
St. Aubyn's S., Woodford Green.
Wood Green, N., Perth Lodge S., Palmerston Rd.
Worcester, Girls' High S.
Worcester Park, Surrey, Girls' S.
Workington, Girls' High S., Portland Sq.
Worthing:
Barnard House S., York Terrace.
Dedisham Girls' S., Stoke Abbott Rd.
Elmcroft S., Church Rd., Heene.
Seabury Girls' S.
Steyne Girls' High S.
Froebel House S. Kindergarten, Liverpool Terrace.
Wrexham:
Girls' County S.
Roseneath Hall S.
Yarmouth:
High S. (C.S.Co.).
Kimberley House S.
York:
High S., (G.P.D.S.Co.).
Mount S.
Priory H. S., The Mount.
Ystalyfera, Glam., County S.

Omissions from previous List.

Alderley Edge, The High S.
Bexhill-on-Sea, The Beehive S., Dorset Rd.
Boston, The High S., Ingelow House.
Brondesbury and Kilburn, N.W., High S.
Clifton, Bristol, Hillside S., 41 Alma Rd.
Finchley, N., Hertford Lodge S., Church End.
Harrogate, Wolvershill S. for Girls.
Hastings, Wellington Coll.
Jersey, Elysian House S., St. Saviour's Rd.
Kensington, W., 63 Lexham Gardens.

SCHOOLS RECOGNIZED FOR THE PURPOSES OF REGULATION 3 (2) (ii.) FOR THE TRAINING OF STUDENT-TEACHERS, UP TO MARCH 1, 1904.

Croydon, High S., Wellesley Rd.
Exeter, The High S. (Maynard's Foundation).
London:
High S., Wemyss Rd., Blackheath.
High S., Norland S., Notting Hill, W.
High S., West Hill, Sydenham, S.E.
North London Collegiate S., N.W.
Manchester, High S. for Girls, Dover St.
Oxford, High S., Banbury Rd.
Sheffield, High S., Rutland Pk., Clarkehouse Rd.
Sutton, High S., Cheam Rd.
Wimbledon, High S., Mansel Rd.
Winchester, The High S.
Windsor, St. Stephen's Coll., Clewer St. Stephen's.
Winscombe, Sidcot S.
York:
Bootham S.
The Mount S. (Girls').

REVIEWS AND MINOR NOTICES.

The Growth of English Industry and Commerce in Modern Times. By W. CUNNINGHAM, D.D., Fellow of the British Academy, Hon. Fellow of Gonville and Caius College, Cambridge, &c. Part I.: *The Mercantile System.* Part II.: *Laissez-faire.* 2 vols. (Cambridge University Press.)

These two volumes complete Dr. Cunningham's work of which the first volume, on "The Early and Medieval Ages," was published some years ago. Like their predecessor, they are the outcome of much study and mature thought, and they form, with it, a worthy monument of a long course of industry. No serious student of English history can afford to neglect them; for they throw light on every period of it and perpetually illustrate the close connexion between economics and politics. The first of the two volumes before us records the history of commerce and industry under the mercantile system from the reign of Elizabeth to 1776, the year of the declaration of American independence and of the publication of Adam Smith's "Wealth of Nations," which ushered in the system of *laissez-faire.* The mercantilist theory inculcated the regulation of trade as the means of advancing the interests of the nation. The proud consciousness of nationality which marked the Elizabethan age was specially manifested in the desire for maritime strength; and this aim permanently influenced the economic policy of the country alike under autocratic government, during the period of dispute between the Crown and the Parliament, and during the Whig ascendency. In the Elizabethan age commerce was sedulously promoted; an attempt was made to establish a national system of labour, and the relief of the poor was made the care of the State and its administration committed to parochial officers. Arrangements for feeding the nation were made by Government: the corn-grower was favoured by legislation and the consumer protected from illegal methods of gaining an excessive advantage from a rise in price. Dr. Cunningham gives some valuable notices of the "sordid side" of the constitutional struggle with the Stuarts. He points to the Restoration as the era of expansion and argues against the doctrine, advanced alike by Ranke and Gardiner, which associates it with the policy of Cromwell. Where Cromwell succeeded with regard to colonization and trade he was, Dr. Cunningham points out, following the lines laid down by James I. and Charles I.; when he struck out a line for himself his policy was retrograde. Perhaps it would be more accurate to substitute for Cromwell the Committee for Trade and Plantations, for Cromwell seems to have taken little personal interest in these matters, and to have followed the guidance of the Committee. It was under the later Stuart Kings that England gained a footing in the East and pushed on settlement in America. The Navigation Act of 1651 was not a new departure: Acts of a similar kind had been made before. Cromwell does not seem to have attached much importance to it, and it was not strictly enforced until the reduction of New Amsterdam (New York), and it then became burdensome to the colonists. Under the Stuarts the regulation of various branches of trade was carried on by privileged companies, of which the history and methods are described here: they served some useful ends, but were a hindrance to progress; for the "well ordered trade" at which they aimed was exclusive and confined.

At the Revolution of 1689 Parliament assumed the direction of English economics as the supreme judge of the public interest. During the Whig ascendency it regulated trade with a view to its action on industry and, politically, with the object of shutting out French competition. While the Whigs fostered industry by efforts to develop manufacture, they did not neglect the industry employed in agriculture, and stimulated corn-growing by bounties on exportation. The chief weight of taxation fell on the landowners, and, while the Whigs sought to render them able to bear the burden, the Tories held that it should be shared by other classes. In the eighteenth century the power of capital increased, and the change is illustrated here by the differentiation between the capitalist and domestic systems in the clothing trade, in weaving, spinning, and cloth-working, and by the plantation of new industries. With the accession of George III. a new era began in English industry. The iron trade, always probably organized on capitalist lines, was transformed by the use of coal in smelting and other operations. Charcoal furnaces gradually disappeared in Sussex, and the coal districts of South Wales and Northern England became seats of the industry. The rapid increase of trade was met by water communication. About the same time improvements were introduced in the methods of agriculture. The wasteful plan of letting land lie fallow to refresh it was abandoned, and great landowners adopted the scientific system of a four or five years' course, of which Arthur Young was the chief apostle.

When the revolt of the American colonies broke up the mercantile system Adam Smith justified the abandonment of it by showing that national wealth would grow most surely if each man was allowed to do the best for his own interests. The new doctrine of *laissez-faire* was accepted at the beginning of a period of extraordinary expansion in trade which followed the substitution of machinery worked by power, first of water and later of steam, for hand labour. The effects of this change in the textile trades is admirably described. While the wealth of the country was increased, the conditions of labour were changed, and the period of transition was one of much suffering among the labouring class. The sufferings of the poor were increased by the decay of home industries, which were destroyed by the factory system and by high prices consequent on bad seasons and the risks of war. As manufactures grew the population increased, and with it the demand for food. Parliament endeavoured to provide for an increased supply by encouraging home cultivation. Enclosure went on apace, and in many parishes the poor lost their commonable rights at the very time when the profits derived from home industries were disappearing before the new system of manufacture. They either migrated to factories or became chargeable on the rates. A new system of relief—intended at first merely to be a temporary expedient—checked the rise in wages which would naturally have taken place, destroyed the self-respect of the agricultural labourer, encouraged thriftless marriages, and discouraged honest work. As prices rose land beyond the margin of cultivation was broken up. The supply of corn was increased, but the price was not lowered; for, as Dr. Cunningham observes, the additional supply could only be obtained at an increasing rate of cost. Farmers sometimes made high profits in war time, but when importation became possible the men who were cultivating inferior lands often met with disaster. After noting the triumph of *laissez-faire* in 1846, Dr. Cunningham observes that it may be wise so far to modify our fiscal system as to impose tariffs on protectionist countries as a means of strengthening "our business connexion with areas which are prepared to adopt free trade, and of thus securing the command of constant supplies of food and raw materials." These are only a few of the points illustrated in his present volumes, which will be found amply to justify their author's reputation as the ablest exponent of English economic history.

How to teach a Foreign Language. By OTTO JESPERSEN. Translated from the Danish by SOPHIE BERTELSEN. (Price 3s. 6d. Sonnenschein.)

Prof. Jespersen is well known to English students by his "Progress in Language," a treatise which proved him not only a skilled philologist, but also a profound thinker. The present volume demonstrates that he is besides an experienced teacher; it does not confine itself to first principles, but shows how these have been carried out by the author in the class-room. We gather from the preface that the original "Sprogundervisning" was curtailed and redacted by the author to suit English needs before it was put into the translator's hands. We cannot but regret that he did not, as in the previous work, undertake the translation himself. As it is, the book is heavily handicapped by the awkward and unidiomatic turn of the sentences, and there are besides not a few positive errors in English which should not have been passed by a "reader" who knew his business.

Prof. Jespersen, it need hardly be said, is a thorough-going advocate of the Reformed Method, though he declines to give it this name, and his ground principle is thus vividly expressed: "The pupil must be steeped in the foreign language, not only get a sprinkling of it now and then; he must be *ducked down in it* [*sic*], and get to feel as if he were in his own element, so that he may at last disport himself in it as an able swimmer." Against the use of translation in learning a language we have a striking illustration. The Wends in Lusatia are truly bilingual: they speak Wendish and German with equal fluency. "Yet the common people generally refuse when they are asked

to translate something from one language to another—'He cannot do it,' or as one of my informants expressed himself, 'He is afraid to.' He can, however, without difficulty repeat in German a tale which he has heard in Wendish, and *vice versa*."

We have an excellent specimen lesson to show how a book may be read in class without any translation. It is doubtless open to the objection that in spite of the teacher's elaborate explanations a number of misapprehensions might remain which would certainly be removed by translating. Thus, we can quite conceive a pupil set at the end of the lesson to turn the passage into English writing down for "elle était grande et bien faite," "she was buxom and good-natured" (connecting the last word with "benefit"). The author, we take it, would allow the possibility, but rejoin that the gain outweighs the loss; that in the first stages, at any rate, familiarity with the tongue is more important than accuracy. At a higher stage he insists on a combination of the two procedures, reading in bulk and minute study of the text. We think, however, that he does not sufficiently take into account the value of the intellectual gymnastic involved in translating one language into another. It may be quite true that "Gesprächige leute von engem Gedankenkreise sind für den Anfang die besten Lehrmeister," but in the *bonne* stage there is little mental discipline. It may be quite true that many a man will understand without difficulty such a sentence as "On a voulu trouver dans ses œuvres un pessimisme de parti pris," and yet hesitate if asked to translate it; yet the pupil who renders "Critics have discovered in his works a certain pessimistic bias" will show not only passive intelligence, but constructive ability.

Again, in the matter of grammar drill we cannot go quite so far as Prof. Jespersen. Less grammar, later grammar teaching, no rare exceptions—agreed! But we are old-fashioned enough to believe in learning paradigms by heart, and even in what Mr. Eve calls the ramming in of irregular French verbs. We can see no absurdity in teaching a boy *je mourus;* it is no tax on his memory, and to enter the first person as "wanting" would be pure pedantry. On the other hand, to learn the formation of tenses is a vast saving of memory.

The chapter on Pronunciation comes last in the book, but it is the very corner-stone of Prof. Jespersen's system, and in all that he says on phonetics and phonetic script we are in perfect agreement. His first lesson in phonetics is a model for all teachers. There are many other points that we should like to have dwelt on; but we can only express a hope that modern language teachers will not be deterred by the foreign style from profiting by the wise counsels of a past master in the craft.

The Book of Genesis. With Introduction and Notes by S. R. DRIVER, D.D. (Price 10s. 6d. Methuen.)

The present volume forms a notable addition to the series to which it belongs ("The Westminster Commentaries"), as well as to English exegetical literature generally. Like all Prof. Driver's work, this commentary (mainly designed for English readers) is a solid and massive contribution to the literature of the subject with which it deals. Here, for the first time, we have in English a book which deals in comprehensive and masterly fashion with the whole body of questions—religious, scientific, critical, and exegetical—which the study of such a book as that of Genesis, in the light of modern scientific investigation and discovery, inevitably raises. Besides the Commentary proper, which is set forth concurrently with the text of the Revised Version, the book is enriched with a most valuable introduction and a series of elaborate "additional" notes. Among the questions specially discussed in the latter are the cosmogony of Genesis, the Sabbath, the historical character of the Deluge, the Tower of Babel, the Angel of Jehovah, Circumcision, the Sacrifice of Isaac, Stone Worship, Land Tenure in Egypt, &c. We have also a chronological table and two excursuses.

It is to the introduction, however, that students of all sorts will turn with the greatest interest. Here (pages i–lxi) such questions are discussed as "the structure of the Book of Genesis and characteristics of its component parts" (§ 1), its chronology (§ 2), historical value (§ 3), and religious value (§ 4). These subjects are handled in masterly fashion, with that wealth of learning and sobriety of judgment that we have learnt to associate with all Prof. Driver's work. It need scarcely be added that the finest scholarship has been expended on the material embodied in these pages. One or two short citations will illustrate what has been said. Thus, the two main earlier and the later documents (E., J., and P.) of the Hexateuch are characterized as follows:—

> E. in general character does not differ widely from J. But he does not as a writer exhibit the same rare literary power; he does not display the same command of language, the same delicacy of touch, the same unequalled felicity of representation and expression. His descriptions are less poetical, and his narratives do not generally leave the same vivid impression. As compared with P., both J. and E. exhibit far greater freshness and brightness of style; their diction is more varied; they are not bound to the same stereotyped forms of thought and expression; their narratives are more dramatic, more life-like, more instinct with feeling and character [page xv].

One of the most interesting parts of the volume is that which deals with the antiquity of man (pages xxxiii *ff.*). Here the evidence from comparative philology, geology, and ethnology is reviewed and lucidly set forth. In the light of these facts the writer proceeds to ask how the representation contained in the early chapters of Genesis is to be regarded.

> The great antiquity of man, the stages of culture through which he passed, and the wide distribution of the human species, with strongly marked racial differences, over the face of the earth are all alike unexplained, and inexplicable, upon the historical system of Gen. i.–xi.* . . . We are forced therefore to the conclusion that, though, as may be safely assumed, the writers to whom we owe the first eleven chapters of Genesis *report faithfully what was currently believed among the Hebrews* respecting the early history of mankind, at the same time . . . making their narratives the vehicle of many moral and spiritual lessons, yet there was much which they *did not know, and could not take cognizance of.* These chapters, consequently, we are obliged to conclude, incomparable as they are in other respects, contain no account of the real beginnings either of the earth itself or of man and human civilization upon it [page xlii].

The question as to whether the patriarchs represent individuals or merely tribes is admirably discussed, and the real contribution of archæology to the elucidation of the narratives of Genesis is estimated with great fairness, and the evidence is quoted (pages xlii *ff.;* xlix *ff.*). While the writer holds to the historicity of the patriarchs as individuals, he recognizes the strength of the arguments that point in the opposite direction, admitting the presence of a large ideal element (pages lvii *ff.*). The discussion of the religious value of the book is beyond all praise: it states the matter positively in a most valuable way. The volume may be commended to students and teachers, as well as to educated readers generally, as embodying a frank, learned, critical, and scholarly discussion (or, rather, series of discussions) of a complex of important themes. It forms a solid contribution of which English theological science may well be proud.

English Literature: a New History and Survey from Saxon Times to the Death of Tennyson. By J. M. D. MEIKLEJOHN, M.A. (8½ × 5½ in., pp. viii, 650 pages; price 6s. Meiklejohn & Holden.)

It is a matter of common knowledge that all the books which bear Prof. Meiklejohn's name were not written by him, but produced under his responsibility. He had under his direction a number of students who were willing to "devil" for him; and they did so gladly under his direction. But the portly volume before us was manifestly written in large measure by his own hand, and, though left unfinished at the time of his death, is practically his. It has been committed to Mr. John Cooke, of Dublin, to edit, who, with the assistance of Mr. S. A. O. Fitz-Patrick (of the Irish Intermediate Education Office), has most carefully revised the whole and supplied the unwritten chapters and sections. As it stands it is an admirable piece of work—suitable in every way for readers and students who desire to have a brief, plain, and not unattractive introduction to English literature. The plan adopted seems to us the only satisfactory one—to group everything round the names of some fourteen of the greater men and to fit in such of the lesser folk as deserve notice in a book of this kind in their proper places. "De minimis non curat liber"—the quite small people are left to be dealt with in special handbooks. The fourteen chosen are Geoffrey Chaucer, Sir Thomas More, Edmund Spenser, William Shakespeare, John Milton, John Dryden, Alexander Pope, Samuel Johnson, Edmund Burke, Sir Walter Scott, William Wordsworth, Lord Byron, Thomas Carlyle, and Alfred Tennyson; and, though these somewhat overlap as regards

dates, they serve excellently as a framework and keep the whole well together.

The book opens with a couple of chapters on pre-Chaucerian writers—the author of "Beowulf," Cædmon, Cynewulf, Alfred, Geoffrey of Monmouth, Layamon, Ormin, Langland, and Barbour—all briefly and adequately treated, except perhaps Langland, about whom there might have been more said. Then comes Chaucer, and after him the rest follow in order. All through, the extracts (in prose or verse) given from each writer are excellently characteristic and are well fitted to arouse an intelligent interest, and every here and there are quoted the opinions of some of our best critics—men who have become specialists in the writings of the authors in question—regarding their merits and place in the bead-roll of literature. Brief foot-notes are given explaining literary allusions, archaic terms, hard words, &c.; and, in fact, everything is done to render the history as complete as possible. The book is an excellent one, as we have said, and a very excellent six-shillings' worth. It is simply and well written, and up to date. Its views are simply and clearly expressed, and, though here and there we do not quite agree with what is said, the disagreement is restricted to small details about which every one has a right to his own opinion. It does the greatest credit to all concerned in its production, and stands, and will stand, as a worthy memorial of one of the two first of our professors of education. The book is well supplied with an index and with brief epitomes of the lives of fourteen chief writers.

Special Method in History. A Complete Outline of a Course of Study in History for the Grades below the High School. By C. A. MCMURRY. (Price 2s. 6d. net. Macmillan.)

This book is written with a view to helping teachers of history in American schools. Accordingly American history is primarily dealt with. Yet it would be a mistake to suppose that this fact makes the volume of little or no value to the English teacher. In some ways this fact is a help; for it enables the reader to judge more impartially as to the method of dealing with the subject, and it also suggests that somewhere in the school course there might, with advantage, be room found for a general treatment of so interesting a subject as American history. The way in which Dr. McMurry marshals the resources and materials at hand for the American teacher is excellent, and the treatment of the methods which he suggests for the selection and treatment of the subject is exhilarating. At any rate, the English teacher of history should read what he has to say as to the general idea of history and of history teaching. The spirit may be judged by such a passage as this: "Following a great trend of educational thought in recent years, we may say that it is the aim of history instruction to socialize a child—that is, to make him more regardful of the interests of others and less stubborn and isolated in his individuality—that is, less selfish." Dr. McMurry has a firm grip of the idea of correlation of studies, and devotes a valuable chapter to a discussion of the relations of the teaching of history to the subjects of geography, reading, and literature. With the enthusiasm that probably out-passes the response of British teachers as yet, he even suggests that history should be correlated with manual training and constructive work. "If a boy constructs a wigwam, dresses like an Indian, and makes bows and arrows to shoot with, he comes into closer sympathy with Indian life. If a child produces a miniature log-house and its surroundings, he gets closer to the reality of pioneer life." So, again, with regard to drawing. "Anything in the way of drawings made by the children, constructions or efforts at weaving and industrial production, which gives vent to a child's motor impulses, as touched into life by a good story, will produce a more pronounced and lasting effect." The reason for this is "the *increased vitality given to studies by the exercise of constructive activities.*" Dr. McMurry urges the outstanding value of a sound study of history in cultivating "judicial-mindedness." In short, he must be, indeed, an excellent history teacher who would not find Dr. McMurry's views and descriptions of methods highly suggestive and stimulating.

"The Regions of the World." Edited by H. J. MACKINDER, M.A., Reader in Geography in the University of Oxford.—*Central Europe.* By JOSEPH PARTSCH, Ph.D., Professor of Geography in the University of Breslau. With Maps and Diagrams. (Heinemann.)

Few probably, save professed students of geography, know how delightful a subject it can be made by a master of the science. Though Dr. Partsch's work is presented here in an abridged and translated form, this volume is full of interest, pleasant to read, and suggestive of thoughts of the grandeur and loveliness of the world. It reveals the secrets of the everlasting hills, the gradual formation of curved chains of mountains, thrust upwards in vast folds by the cooling of the Earth's crust, and the causes of their irregularities of shape and structure. With the help of such a book as this, the lifeless outlines with which the map-maker has marked the course of the Baltic coast become records of perpetual changes. Nor does Dr. Partsch discourse only of inanimate Nature. After dealing with the history of mountains, table-lands, seas, and rivers, he speaks of man in Central Europe, the movements of population, and human life so far as it is influenced by physical conditions. He begins with the migration of the Celts, and shows how, as they moved westwards, they left traces of themselves in geographical nomenclature. Then he speaks of the advance of the Germans, checked for a while by the power of Rome, which kept them outside the *limes* of Vespasian until the middle of the third century. And so he goes on through the later movements, forwards and backwards, of various peoples, and marks the influence they have had in language and race. Chapters on climate and economic geography are followed by short accounts of each of the countries lying between the eastern border of France and the western border of Russia, less distinctly marked by natural bounds, and between the North Sea and the Alps, the Carpathians, and the Balkans. Finally, we have a chapter on the conditions of national defence, where the exact value of the neutrality of Switzerland and Belgium, and the possible danger to the Germanic world from a disturbance of the balance of power in the interior of Europe to the advantage of Russia, and other like matters are admirably examined. As for France, we are told that any effort on her part, in conjunction with the giant of the East, to bring destruction on the German Empire would entail her utter ruin. Books like this and the other volumes of Mr. Mackinder's series should put an end to dull geography lessons. They are not, of course, meant for the use of young people. It is to the teacher that they ought to appeal. They offer him an opportunity of making his geography lessons a delight to his pupils, and of giving them more education in an hour than they could derive during a whole school life from dreary manuals with lists of mountains, rivers, and "chief towns."

Steel and Iron. For Advanced Students. By A. H. HIORNS. (Price 10s. 6d. Macmillan.)

The manufacture of the most valuable structural material which the world has seen is of enormous importance to this country, and large numbers of those concerned in the industry are students in technical schools. The volume under review is intended to provide for such workers a comprehensive and up-to-date, though not exhaustive, account of the subject from the scientific rather than from the purely technical point of view. The first few chapters deal with the preliminary, but important, subjects of refractory materials and furnaces, fuels, and ores. Then follows a description of the extraction of the metal and of the uses to which it is applied in foundry practice and in making wrought iron. Rather more than half the book then remains for the consideration of steel. This begins by summing up the principal points of the two opposed theories relating to the constitution of steel, the phenomena of hardening and tempering, and the influence of various admixed elements. A description of the various methods of making steel then follows, and the book ends with short chapters upon mechanical tests, microscopic structure, conductivity, and magnetic properties. Students who already have some knowledge of the subject and wish to obtain a general view of its modern aspects can confidently be advised to read this book.

"Books on Business."—(1) *The Money Market.* By F. STRAKER. (2) *Mining and Mining Investments.* By A. MOIL. (Methuen.)

Roughly speaking, "The Stock Exchange" (already noticed) and the above two volumes may be said to cover the whole of the ground included in what is familiarly known as "The Money Article" in our great London daily newspapers; and any one after reading them all can scarcely fail to have a tolerably clear general idea of the somewhat complicated machinery of banking, exchange, and financial business as conducted by means of the Bank of England, private banks, the Bankers' Clearing House, the Royal and Stock Exchanges, &c.

In (1) will be found a short history of the foundation and growth of the Bank of England, and the subjects of the Bank Return, Bank Rate, and Foreign Exchanges are lucidly dealt with in succeeding chapters. The composition of the money article of the daily press is detailed in chapter xiii. In chapter xiv. Mr. Straker calls attention to a danger alluded to by Mr. F. E. Steele, in a recently delivered lecture to the students of the London Chamber of Commerce, namely, the growing tendency on the part of banks to ear-mark or specially hypothecate to certain depositors, usually public bodies, certain securities which would otherwise be held for the benefit of depositors generally. This practice is, of course, to be deprecated in the interest of the banking public.

As the author himself points out in his preface, (2) deals with speculative (metalliferous) rather than with industrial (iron and coal) mining and mining investments. With regard to mining risks and risks attending speculation in mines and mining investments—by no means synonymous expressions—good advice and useful information are given in chapter xiv., divided into (*a*) unnecessary and (*b*) necessary risks; and the appendix explains mining reports and what is known as "salting." Diagrams and plans accompany the book.

Old Testament History for use in Schools. By the Rev. W. F. BURNSIDE, M.A., Assistant Master at Cheltenham College. With three Maps. (Price 3s. 6d. Methuen.)

Mr. Burnside has produced a volume which is well calculated to serve its ostensible purpose—viz., "with all reverence for tradition, though not on strictly conservative lines, to make the Old Testament a real living force in religious education." The plan adopted is to follow the course of the history in a series of chapters, each dealing with a period or important group of events. Thus chapter i. is entitled "The World before Abraham," and contains a series of well balanced notes on (*a*) The Creation, (*b*) Eden, (*c*) The Fall, (*d*) Mankind and the Fall, (*e*) Cain and Abel, (*f*) The Sethites, (*g*) Growth of Wickedness: the Flood, (*h*) The Covenant, (*i*) Legends of the Flood, (*j*) The Scattering of the Nations. An important feature is the setting forth of the full Biblical text of the more important passages illustrating the notes (with R.V. variants). For instance, in the chapter already described, Gen. i. 1–ii. 3, iii., and viii. 20–ix. 13 is printed in full at different points in the comments. This plan is followed throughout. The book has, on the whole, been compiled with care (there are a few slips in detail which are not serious) and with constant reference to first-rate modern authorities. It may confidently be recommended as a useful manual for class-work, and might well take the place of some of the antiquated handbooks of Scripture history that are still too often made to do duty (with disastrous results to those concerned).

St. Mark: The Revised Version. Edited, with Introduction and Notes, for the use of Schools, by Sir A. F. HORT and MARY DYSON HORT. (Price 1s. 6d. net. Cambridge University Press.)

This little manual contains the text of the R.V. with short (rather slight) comments. It is furnished with a useful little introduction, which touches on a good many points in a simple way. There are some excellent maps, and the whole is very clearly arranged and well printed.

An Introduction to the History of Western Europe. Part I., The Middle Ages. By JAMES HARVEY ROBINSON. (7½ × 5 in., pp. viii, 273, illustrated; price 4s. 6d. Ginn.)

The author of this little book is Professor of History in Columbia University, New York. In writing an elementary treatise on so vast a theme one of the chief problems, as Prof. Robinson himself points out, is that of proportion. Much has to be omitted, much condensed, and what is admitted must clearly be only what is of real and prime importance in its bearing on the aim which the author sets before himself. In this case the aim is to introduce the student to the history of the development of European culture. As subsidiary to this aim three main purposes are kept in view—a fairly full discussion of the institutions under which Europe has lived for centuries; the life and work of men of undoubtedly first-rate importance in the various fields of human endeavour; and, thirdly, the treatment of not only the political, but also the economic, intellectual, and artistic, achievements of the period as an integral part of the narrative. As to the number of volumes of which the book when complete will consist we are given no definite information; but we gather there will be two. The volume before us gives a well informed and interesting account of the chief changes in Western Europe since the German barbarians overcame the armies of the Roman Empire and set up States of their own, out of which have slowly come into being France, Germany, Italy, Spain, the Netherlands, and England. The period dealt with is the thousand years, roughly speaking, between the opening of the fifth century and the fourteenth century, when Europe was well on its way to recover most of what had been lost in the disorder caused by the barbarian invasions. Prof. Robinson writes well; his material is well up to date, and he seems to us to maintain a due sense of proportion and to choose the right matters of which to speak. His volume is very interesting and is well supplied with maps—of which there are eighteen—illustrations, and occasional lists of books for general reading. There is no index; but probably this is being reserved for Part II., to which we shall look forward with much interest. Meanwhile schools which attempt a somewhat more extended course of history than is common will do well to take careful count of this book. They will, we think, find it very much to their purpose.

Pioneers of Science. By Sir OLIVER LODGE, F.R.S. (Macmillan.)

The author's great reputation needs hardly any advertisement from us. In a word, the book to lovers of science is thoroughly interesting, and will well merit perusal by our readers. The book contains a reprint of lectures on the progress of astronomy arranged for the author by three of his colleagues when at University College, Liverpool. He deals with the great workers in that field—with Tycho Brahé, Kepler, Galileo, and Newton, and then in Part II. with Herschel, Laplace, and Adams and other important names too numerous to mention. Astronomy has always, by reason of the vast distances involved, fascinated the ordinary mind, but this book goes beyond that. Though by no means technical and unreadable, it presents the subject in its early stages in a scientific and yet popular form. The book, too, is full of the "personal equation" of the great men spoken of, and one is interested to see that Sir Isaac Newton came at one time before the notorious Judge Jeffreys. There are several interesting pictures and photographs, and the lectures on "The Discovery of the Asteroids and of Neptune" and on "The Tides" will well repay the reading.

An Edgbaston Book of Poetry. Selected by EDITH M. COLMAN. (Blackie.)

In this little volume of just under 400 pages Miss Colman has gathered together selections from almost every kind of English verse. We pass from "The Sash," of Elizabeth Turner, to "Paradise Lost"; and, if we turn the page, from John Milton to "John Gilpin." Girls of very different tastes and ages may each find here something to attract them, and, once entered in, they may well be tempted to wander on. There are drawbacks to such a miscellany for which we would make full allowance, whilst criticizing some points as to the selection and arrangement of the poems. In these days of well printed threepenny editions of Shakespeare's plays, it seems more satisfactory for children to get some idea of plays as a whole than to read solitary scenes in a poetry book. The story and the poetry help each other. Might not these have been replaced by some of Shakespeare's lyrics? The same criticism applies to selected passages from Milton, and, on a different level, to extracts from "The Lady of the Lake" and "Horatius." "I stood Tiptoe" might have been given in full, and, on the other hand, "The Last Ride Together" omitted as out of place in a school collection. We scarcely think the chronological order adopted is the most satisfactory in the case of school children. Some of the notes, again, should have been amplified or omitted. Thus of Southey: "He planned a Republican settlement with Coleridge, but eventually came to live at Keswick, near Wordsworth"; or, of Shelley: "This *unconventionality* appeared in all his life. He lived chiefly in Italy, and was drowned in a squall off Leghorn." Here surely the thoughtful reader will not find much satisfying food, and the thoughtless is as well without such tit-bits. Miss Colman states that "an effort has been made to omit poems which, rightly or wrongly, this generation fails to appreciate." The words recall Mr. Quick's comment on the educational views of Sturm:—"He was a blessed fellow to think as every man thought." But Miss Colman has proved better than her word, and this pretty and well printed little volume does contain a number of treasures.

On the Distaff Side: Portraits of Four Great Ladies. By GABRIELLE FESTING. (Price 6s. Nisbet.)

The sub-title suggests "Les Dames illustres" of Brantôme, but there is nothing in common between the *chroniques scandaleuses* of the French Suetonius and the careful historical studies of Miss Festing. The four great dames are Elizabeth Countess of Shrewsbury, two other Elizabeths (mother and daughter, the Countess of Northumberland and the Duchess of Somerset), and, lastly, the Princess Amelia, the royal spinster who was fortunate in not marrying, and so retaining a romantic affection for a royal lover whom she had never seen. The sketches are in mezzotint; and, though there is plenty of love-making, there is little of love, and less of loveliness. The authoress is an historian rather than a portrait-painter, and she has skilfully threaded her way through the tangled network of Stuart and Hanoverian politics. We have noted a few carelessnesses, such as "an M.S.," "Madame De Sevigné," "to choose . . . than"; but these are exceptional.

Primer on Teaching, with special reference to Sunday-School Work. By JOHN ADAMS, Professor of Education in the University of London. (Price 6d. net. Edinburgh: T. & T. Clark.)

This is an extremely clever, not to say brilliant, little book. It would be good for every day-school teacher as well as every Sunday-school teacher to read it. Indeed we should not hesitate to recommend parents as such to read it. It contains what we might term the philosophy of common sense in teaching. Any one who has mastered the wonderful sixpennyworth of this book might well dispense with a large portion of the psychology of far more pretentious and expensive volumes, and none the less find its guidance helpful to teaching in a masterly and even artistic fashion. It has

excellent chapters on "Child-Nature," "Ideas and their Relations," "Attention and Interest," "Class Management," "The Teacher's Use of Language," "Method in Teaching," "The Socratic Method," "Questions and Answers," and on "Illustration." It would not be practicable in a short notice to state all the good things to be found in this small book. But even such an apparently slight quotation as the following shows how the innerness of the teaching spirit prevails. It is taken from the chapter on "illustration": "We ought to be always on the look out in our ordinary life and our ordinary reading for interesting facts and analogies that may serve our purpose in class. An illustration that has come to us in this way, and has passed through our experience, has become to some extent a part of ourselves, and is a much more powerful instrument in our hands than something selected out of an alphabetical index. In this as in all other directions the Sunday-school teacher is giving his best *when he is giving himself.*" With full confidence we recommend teachers to pass over the fact that the book is short and low priced, and to get it and read it. We shall all (not even excluding Prof. Adams himself as a teacher) profit by it.

"Our Empire Series."—(1) *India: Our Eastern Empire.* (2) *Australia: the Britons of the South.* By PHILIP H. GIBBS. With 4 coloured Plates and numerous Illustrations. (6¾ × 5 in., pp. viii, 207; and pp. vi, 196; price 2s. 6d. each. Cassell.)

These two volumes are very much like the above, and are well provided with pictures. They do not consist of extracts from books of travel, but are interestingly written and contain a very large number of pictures in black and white. They will be found to serve excellently as reading books.

Digesting Returns into Summaries. By J. LOGAN, F.R.G.S. (7¼ × 5 in., pp. 96; price 1s. net. Dent.)

This little book consists of a collection of exercises, with remarks and hints for the use of Civil Service candidates and others; and Mr. Logan is the Head Master of Ormond College, Dublin, and used to be Civil Service tutor in Clark's College, London. The exercises have been carefully selected from recent Civil Service examination papers; they are neatly and clearly set out, and the hints and remarks which accompany them are simple, concise, and to the point. The book will be found very useful by candidates for such examinations as those for Customs, Customs Port Service, Second Division, Assistant Clerks, &c., as far as the digesting of returns is concerned.

"Dent's Shakespeare for Schools."—*Hamlet.* With Notes, Introduction, and Glossary. Edited by OLIPHANT SMEATON, M.A. (7 × 4¾ in., pp. xxxviii, 272, with illustrations and coloured frontispiece; price 1s. 6d. Dent.)

This is a very clearly printed and neatly bound edition. The small illustrations in the introduction and glossary from contemporary prints are clear, simple, and helpful; but the large illustrations in the text seem to us of very little value, and in any case not wanted. The notes are concise, sound, and as a rule very much to the point. But in the introduction the editor makes what seems to us a decided mistake—he devotes nearly half his space to a life of Shakspere, which throws no light on the play whatever. Moreover, if we are to be given at all a chronology of all the plays, why is 1598 given as that of the "Merry Wives" and 1600 as that of "As You Like it"? And, again, what is meant by "Intermediate Epoch of the Sonnets 1608–1609"? Some, at least of the Sonnets were written as early as 1594, and two were published in 1599. The rest of the introduction is satisfactory and is well written, especially the section on "metrical analysis," though we cannot help thinking that both it and the "analysis of the characters" would come better in an appendix, after the play has been read. The glossary is carefully put together and is concise; but we do not know why etymologies are so numerously given. To make the meaning of a word clear what we want here is an illustration or two of its *use*, not an *etymology*. The little pictures added from contemporary prints are in most cases helpful, as we have already said; but the example of a "chopine" puzzles us.

Elements of French Pronunciation and Diction. By BENJAMIN DUMVILLE. (Price 2s. 6d. net. Dent.)

This is, on the whole, the most satisfactory of the many rival class-books that have of late appeared for teaching French pronunciation. Mr. Dumville is a student of Paul Passy, and he follows, with trifling variations, *Le Maître Phonétique*, but he has likewise had large experience with English classes, and knows his business as a teacher. He begins with a short chapter on the physiology of the vocal organs, plentifully illustrated; then he treats of phonetic symbols applied to English; then French vowels and consonants are treated individually, with full directions for their production and cautions as to the common errors of English mispronunciation. Lastly, we have a chapter on connected speech, accent, intonation, &c., and an appendix of reading exercises. We could have desired a somewhat fuller treatment of the sounding of final consonants, of *liaison*, and of difficult words such as *pays, pensum, scintiller;* but this is a fault on the right side. In test pieces for reading or dictation we too often find catch words like *chaos, sceptique, legs*, and suspect that these are made the touchstones of pronunciation by examiners who carry on the old bad traditions of grammar papers. Mr. Dumville's remarks on the phonograph are instructive. He would confine its use to the private student, whom he advises to hear a record reproduced fifty times before attempting to imitate it.

The Poems of Burns: a Selection. By NEIL MUNRO. (Cassell's National Library.)

All the best of Burns in a cheap convenient form with a glossary. It is not an edition for schoolgirls.

A School's Life. By Rev. CECIL GRANT, M.A. (7¼ × 4¾ in.; pp. 141. Marshall Brothers.)

Mr. Grant is the Head Master of Keswick School, and his little book consists of sixteen addresses delivered from time to time at the weekly school services, together with a plea for chapels in undenominational schools. He holds that the life of a school is centred in the school chapel and its services, and he speaks earnestly and boldly what he thinks. But he does not always seem to us to recognize the difference between a pious aspiration and a fact. Still an earnest man, who really believes in his work and loves it, often does good in other ways than those which he specially sets before himself.

Style in Composition. By W. J. ADDIS, M.A. (7¼ × 4¾ in., pp. ix, 105; price 2s. Allman.)

Mr. Addis is the Head Master of the Holborn Estate Grammar School. He has provided us with a very readable and interesting little book, and one likely to be practically helpful to teachers. He seems to us to have struck the happy mean between too close and minute a discussion of what constitutes *style* and a treatise which, however bright and suggestive, is too little definite to be of much use for school purposes. What he tells us about the materials and the qualities of style strikes us as particularly good, and so do his chapters on Kinds of Composition and Verse and Prose. His examples throughout are well chosen and very much to the point; and they show good taste in addition to sound judgment. The chapter on Methods of Style contains rather more about the technical terms of rhetoric than seems to us necessary, but in other respects it is excellent.

Longmans' Latin Course. Part II. (Price 2s. 6d.)

The course is framed on the old Arnold method—Latin sentences to be turned into English and *vice versa*. We notice some slips in scholarship. "Rogabat nonne agricola terram araret" (page 198): The common enclitic *-ne* is ignored. "Clauses of time introduced by words meaning *when, e.g., cum ubi*, &c., all usually take the indicative mood except when introduced by *cum*" (page 260): Could anything be more awkwardly expressed? And is it well to teach the boy as normal: "Cum in urbe eram tu domi eras"? In endless cases of past time all causal meaning of *cum* has disappeared.

History of Rome, 44 B.C.–138 A.D. By A. H. ALLCROFT and J. H. HAYDON. Third Edition enlarged. (Price 3s. 6d. Clive.)

We welcome a new edition of this scholarly and well written manual. A few corrections have been made and some *lacunæ* have been filled. The literary illustrations are plentiful and well chosen.

Elements of Moral Philosophy. By MOHIT CHANDRA SEN. Second Edition revised. (Price 3s. 6d. Murray.)

Prof. Sen's admirable introduction to moral science was deformed in the first edition by a good many printer's errors. It has been thoroughly overhauled, and we strongly commend it to University students, English as well as Indian.

The Early Story of Israel. By Mrs. J. G. THOMAS. With 20 Illustrations and Maps. (Price 2s.6d. net.)

What strikes an old reviewer most as he reads this well written narrative and looks at the fascinating illustrations from Watts, Millais, and Holman Hunt is the silent revolution that has taken place in the last half-century in our attitude towards the Old Testament. The author never argues and never suggests a sceptical doubt, but she quietly assumes the myth, the legend, and substitutes in her history the underlying fact or lesson. Thus at starting we have the Assyrian tablets pictured and described as the origin of the Biblical account of the Creation and the Deluge. Moral difficulties, such as the sacrifice of Isaac and the murder of Sisera, are treated with equal straightforwardness and tact.

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Dent's Second French Book. By S. ALGE and WALTER RIPPMANN. Fourth Edition. (Price 1s. 6d. net.)

These deservedly popular manuals pass so rapidly into new editions that we notice this one only to suggest a somewhat radical change in the next. We can see no use in giving under "Explication des mots" French words that correspond exactly to the English. The result is

often not "obscurum," but *clarum*, "per obscurius"—*e.g.*, "*résolution : parti ; détresse : serrement de cœur.*" On the other hand, in the case of words like *chat baleine* and of phrases like *avoir beau*, it seems to us much the simplest way to give the English. The so-called Direct method is here the most roundabout, and often it comes to a guessing game.

"Simple Guides to Christian Knowledge."—*The Teaching of the Catechism.* By BEATRICE A. WARD. (Price 2s. 6d. net. Longmans.)

If children of ten and under are to be taught their Catechism—a point which need not be here discussed—they could have no better introduction to it than this little guide. Miss Ward has the rare art of putting great truths in a form that every child can understand, without being childish or even patronizing. She has also, like the framers of the Catechism, the tact to steer clear of all rocks and quicksands ; and there is nothing to offend either Low or High Churchmen, though either may think that the teaching needs supplementing. Neither is there any attempt to meet the difficulties that are likely to occur to a thoughtful child of twelve or thirteen ; but for children of ten nothing could be better.

"Blake's Historical Charts."—(1) *General Chart of English History, from* 1066 *to* 1902. (2) *Contemporary European Rulers.* (Price 9d. each net. Sheffield : S. W. Blake.)

These charts are carefully drawn up, and contain a vast amount of information. The second may be of real use, but the first seems to us too crowded. The colours are not helpful, and it is not possible to take a bird's-eye view.

"Practical Physics for Schools."—Vol. I., *Mensuration, Mechanics, and Hydrostatics.* (Price 1s. 6d.) Vol. II., *Light and Heat.* (Price 1s. 6d.) Vol. III., *Electricity and Magnetism.* (Price 2s. 6d.) By C. J. L. WAGSTAFF and G. C. BLOOMER. (W. Heffer & Son.)

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Graphical Statics Problems. By W. M. BAKER. (Price 2s. 6d. Edward Arnold.)

This is a collection of sixty elementary problems in statics, the solutions of which are to be obtained by construction. A whole page is assigned to each question with its accompanying diagram, and, as perforations are provided, it is possible to remove each sheet when the problem has been worked. The selection is very representative ; the printing and diagrams are excellent ; and a student who has worked through the examples will have obtained a good insight into the elements of the subject.

Elements of Inorganic Chemistry. By H. C. JONES. (Price 6s. 6d. Macmillan.)

The only feature in which this text-book appears to differ from the vast majority is in the more uniform application of the theory of electrolytic dissociation to the explanation of chemical reactions, and in this it is worthy of commendation. Considered as an elementary book, however, there is much which might with advantage have been omitted, while at the same time the treatment is not full enough to satisfy the wants of even moderately advanced students. In many places the phraseology is loose. As examples, we may cite, firstly, the definition of the heat of decomposition of a compound, where no reference is made to the mass of the substance considered ; and, secondly, we are told that oxygen weighs 1·4296 grams : no hint is given about the volume of this mass of oxygen. The names of the elements praseodymium and thallium are misspelt on page 5. We do not think this book is likely to replace any one of several well known works which cover the same ground.

Introduction to Metallurgical Chemistry. By J. H. STANSBIE. (Price 4s. 6d. net. Wright & Co.)

The special purpose of this little book is to provide a preliminary course in general elementary chemistry for students who wish to follow out a subsequent course of metallurgy ; but it is also well suited for beginners who have no metallurgical studies in view. Naturally more attention is paid to the chemistry of the common metals than to that of the non-metallic elements ; but the latter have not been neglected. It is essentially a course to be worked out in the laboratory, and about a hundred and twenty well tested experiments, mostly of a quantitative nature, are described for performance by the student. The text is accurate and clearly written and shows that the author is well acquainted with a beginner's difficulties.

(*Continued on page* 652.)

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(*Continued on page* 654.)

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SESSION 1904–5.
THE SESSION OPENS ON OCTOBER 3rd.

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INQUIRIES have shown conclusively that a large number of children—though relatively small when expressed as a percentage of the whole number of children attending school—in the bigger towns is insufficiently nourished. This is partly due to the ignorance of some parents who seem to think that tea and bread with a "ha'p'orth of sweets" afford a nourishing meal. It is partly due to neglect and indifference that may well be called "criminal." In a few cases real poverty may be the reason. Ignorance can be met, and is being met, by public and private effort of district visitors and officers of health. But the process of amelioration is slow. The cases of criminal neglect still cry aloud for remedy. We will not go so far as to say that all children in the public elementary schools should have one good meal a day at the public cost. But we do support the view that underfed and badly nourished children ought to be cared for by the State, and that the State ought to prosecute parents for neglect. The Local Authorities require, and should have further powers in order to ensure, that the children shall be properly fed. At the same time, neglect or indifference or gross ignorance on the part of the parent should be an indictable offence.

Mr. T. E. Page on Training.

WE generally find ourselves in sympathy with Mr. T. E. Page, but for once he seems to have taken the side of the angels—head masters, we mean, of the old school—at whom he is wont to gird. In the last annual Report of the Registration Council—or rather in a belated *Times* review of that Report—he finds the statement that at present only 111 secondary teachers are registered under the permanent conditions of registration, and this serves him as a text to denounce the futility of training and the folly of exacting training as a condition for admission to Column B. The result, according to Mr. Page, will be to exclude all first-rate men from the profession. "No man of spirit and capacity will voluntarily undergo two years of penance and humiliation" (one of training and one of probation). It is inconceivable that a high Wrangler "will endure to spend twelve months in learning some puerile psychology and how to use a blackboard." We are reminded of a head master who maintained that any fool could write French prose if he was allowed the use of a dictionary. The challenge was taken up by a modern language teacher, who proposed to set half a page of Green's History (dictionaries allowed) to the Head Masters' Conference. We too should much like to see how Mr. Page and the distinguished amateurs who have drifted into the profession—its best recruits, according to Mr. Page—would answer the papers for the London Teaching Diploma. Nor is there any hardship in the requirement of a probation year. Were all unrecognized persons prohibited from teaching, it would be a different matter.

Is it Peace?

IT is not possible, as the Board of Education has discovered, to indict a nation; and to starve a nation out would seem an equally quixotic endeavour. We doubt whether the Board would care to try a fall with the united County Councils of Wales were it not for the ridicule which must attach to the promoters of the Defaulting Authorities Act if they hesitate to use the weapons they have forged. The shrewdest pinch of poverty, as the Roman satirist tells us, is that it makes men (and Governments) ridiculous. The immediate result of the Act is to cause the Welsh counties to close up their ranks and show a united fighting front. It seems that Mr. Lloyd George's plan of campaign, which appears to be authentic, though officially disavowed at headquarters, would prolong the fight and harass the Board, even if it did not end in victory. But, if the counties continue strictly to administer the letter of the law while openly defying its spirit, the Board may find it difficult to discover a vulnerable point. "Live, and let live," is the maxim that the present Ministry have adopted as regards the tariff question; and, if the Board of Education can overlook the affront to its *amour propre*, a solution may be found in the establishment of an Educational Council for Wales, which will in time give some sort of local option to the inhabitants of the Principality. We do not believe that Mr. Lloyd George and his supporters are really hostile to the Church of England, or that they would wish to ride rough-shod over a minority: they are hostile to the Education Act in so far as it seems to

them to give undue support to that minority. These things are capable of adjustment, and a Welsh Council could do much.

Board Management of County Schools.

THE question of the exact relationship of the Local Authority to schools for higher education of various types is one of those problems which will require solving in the near future. As regards elementary schools, the position is simple and the Act is quite explicit. Schools under a trust, and with a body of managers existing before the Act (so-called "voluntary" schools), go into one category, and the managing body, subject to some small public representation, has all its rights respected, and carries on the work it did before the Education Act came in. Its financial responsibility, however, is very much limited. In another category are the Council schools—schools which are the absolute property of the Council as regards their fabric, and for which the managing body is merely a creature of the Council (practically a Sub-Committee), has no independent powers of its own and no financial responsibility. One would have imagined that the framers of the Act would have clearly defined, as regards higher education, the position of the Education Authority to two similar classes of schools. There were, on the one hand, the old endowed schools with funds of their own and an independent managing body with financial responsibility as regards the up-keep of the fabric. There were, on the other, some two hundred secondary schools called either "Council" schools or "higher-grade" schools or "commercial" schools, the absolute property of the Councils, and possibly some thousands of schools of art and technical institutes, similarly situated. In all these classes the managing body had no independent existence, the schools were the entire property of some Local Authority, and the whole of the financial up-keep fell upon the rates or taxes. This broad and plain distinction in higher education South Kensington persist in ignoring. That Department claims to treat the managing bodies of these Council higher schools—bodies which have no legal existence apart from their creators—as if they were separate entities. It claims to communicate with them direct on matters actually involving the county finance and to pay grants to them without the cognizance of the County Authorities. Sir William Anson, indeed, thinks he is making a concession if the County Authority, which has to find the rate to do the work, is informed, after the event, of what the South Kensington Inspector has ordered to be executed by the school managers. It is quite obvious that this sort of thing must be put an end to at once.

Endowed Schools between Two Stools.

CLEARLY the Councils will before long refuse all rate aid to endowed schools unless they are placed in some such position as regards their governors as they are to the managers of elementary voluntary schools. The assistant teachers in these schools are shamefully underpaid; they petition the County Authorities for relief; the County Councils reply: "We have no knowledge of you." The Board of Education, acting as Endowed Schools Commissioners, say: "You Councils have no right to a voice in appointments or dismissals." "How, then, can the Councils be called upon to contribute towards salaries?" Again, these schools in many places lack proper apparatus, fittings, and furniture. They ask for a grant to provide it; the County Authorities reply: "South Kensington will tie down any money we give as part of the General School Trust, and therefore inalienable: as trustees of the public, we cannot consent." Again, the parents or the localities clamour for an alteration in the curriculum of the school, for the addition of a special side to help pupil-teachers, or to give a commercial education; all of which things require money. The Local Authority can only reply: "The Board gives us no control over the curriculum; the money we might vote for any of these purposes could be used by the governors or the head master for any other purpose, and we should be powerless." In fact, everything that the Local Authority could do to aid or control the managers of a voluntary elementary school, acting under a most rigorous trust, and with, it may be, possibly a substantial endowment of its own, they are unable to effect as regards the poorest rural secondary school.

Church Attendance and the Code.

A CIRCULAR to H.M. Inspectors regarding attendance at church of children in non-provided schools justifies and expounds the answer given by Sir W. Anson to Mr. Halsey on June 9. As attendance is prescribed for each child during "the whole time that the school is open for the instruction of children of similar age," and as the register is the official record of such attendance, it follows that the time-table should not contain any reference to arrangements which have nothing to do with school hours or school attendance. This is not only the law, but in every way equitable; and the protests raised by clerics against the Board's decision are singularly futile. Let us put an extreme case. A school consists wholly of the children of Churchmen, and the parents all desire that their children should attend a church service one morning in the week. The clergyman, to carry out their wishes, has nothing to do but to persuade the Local Education Authority to declare by by-law that church attendance shall count as school attendance. But suppose the school is an Anglican enclave in the midst of dissent or heathendom. In that case the service must be arranged for Saturday or at some time before or after school hours. Where is the hardship? And on the general question any one who has observed the demeanour of school-children packed under the gallery of a country church will be inclined to doubt the moral or religious efficiency of compulsory church services on infant minds.

Twelve or Sixteen?

THE Bishop of Hereford could not have expected his Evening Continuation Schools Bill to pass into law at the fag end of the Parliamentary Session; but his action in introducing the Bill marks a forward stage in a reform that is bound to come. Briefly, Dr. Percival would have children attend evening schools, compulsory and free, until the age of sixteen. But, as a set-off against this further interference with the liberty of the parent and the further postponement of the wage-earning time of the child, the Bishop proposes that the Education Authority should have power to make by-laws exempting a child from attending the day school at an earlier age than the law now permits on condition of attendance at evening schools. There is much to be said for exemption, or partial exemption, at an early age for "boys who have definite agricultural or horticultural employment." If a boy is going to work on the land, he should begin at an impressionable age, when he is still open to the charms of country life, and before he has begun to dream of white cuffs and an office stool. At the same time, his book-learning must not be neglected, or he remains a clown. The country schoolmaster is just now the subject of many attacks. He is said to spoil the country boy for country work. There is an element of truth in the charge; but the country boy must still have his book-learning.

TO reconcile these two opposing claims must be the duty of the Education Authority in country districts. But there is a danger that Dr. Percival's Bill omits to notice.

The Field or the Desk?

A boy of twelve engaged on the land for a long day would probably sleep during the evening school. Well may Clause 3 direct that the teaching shall be "bright, interesting, and instructive." "Half-timers" are a nuisance and a trouble to the teacher, and yet we think that, if any legislation is to be effected on the lines of the Bishop's Bill—and the Bill appeals to a large section of the landed interest—there must be a strict limit set to the number of hours the boy of twelve may work in the open air before he goes to his continuation school. He should practically be a half-time labourer. In town schools there seems no sufficient reason to grant exemption from attendance up to the age required under the present Acts. Rather there might well be added the obligation to attend evening schools for a couple of years on three nights a week during the winter. The publication of this Bill will give a valuable stimulus to thought on the subject. Much money is spent by the taxpayer on education, and it is important to see that the process of training the mind is continued long enough to make the impression permanent.

NOW that the Associations of Head Masters and of Assistant Masters have agreed upon a policy with regard to the tenure of assistant masters in secondary schools of a public character, the next step obviously is to press the adoption of the changes upon the Board of Education. But here, as our informants tell us, a decided check has already been received. We understand that the Board has expressed its inability, as at present advised, to receive a deputation to press the views of the Joint Conference. We cannot tell what are the adverse influences that have determined the Board's refusal. We should have been quite prepared to hear that the officers of the Board are so fully occupied that the question of tenure must wait awhile. However that may be, the Joint Conference has no alternative but to stand firm and follow the example of the importunate suitor. It must continue to press its claim for a hearing. The Conference represents practically all public secondary boys' schools. It scarcely merits the snub the Board is said to have administered.

Check, but not Mate.

IT is to be regretted that so few education associations were able to send representatives to attend the Conference organized by the Library Association at Newcastle-on-Tyne; and that still fewer bodies are represented on the committee that has been formed to consider how the free library may be made more useful to educational institutes. The Conference had to be content with an *interim* report from the committee; but this document contained a number of useful suggestions. There are but few secondary schools, and still fewer technical institutes, that are well enough provided with books to be able to dispense with the help of the public library. Librarians are anxious that their treasures should not be stowed away on untouched shelves; they are anxious to find out from teachers the wants of the neighbourhood. They are more interested, naturally, in the student than in the casual book-taster or the *habitué* of the newspaper reading-room. The student wants guidance, and this the teacher can give if he himself is familiar with his local library. There are two obvious moves: one is that the schoolmaster should know the library; and the other is that the library committee should contain one or two teachers representing the neighbouring schools and institutes.

Public Libraries and Schools.

MUCH vain talking—and writing—would be spared if we could agree upon the meaning of the phrase "secondary education." A few years ago a book was published—possibly remembered only by its authors, whose name was legion—with the title: "What is Secondary Education?" Its miscellaneous contents are searched in vain for an answer to the query. The enthusiastic County Councillor proclaims aloud the merit of the secondary school which links the primary school to the University. To him, apparently, secondary education begins about the age of thirteen or fourteen, when the bright "primary" boy leaves the elementary school. From this point of view there is no denying the criticism that much of the work of the so-called "secondary" school is primary, though not technically "elementary." The fact must be faced that "secondary" connotes at present a class distinction. Infants may, and do, go to kindergartens, which are a part of a secondary school, at the age of three. Secondary education must mean—for snobbishness dies hard—the education given to the children of the commercial and professional classes. Children from classes below these in the social scale come to the secondary schools by the scholarship ladder. We would welcome the day, still far distant, when every child should attend a primary school up to a certain stage, and should then go on to a secondary school, and, if he has the ability, to a University. But at present the distinction between "elementary" and "secondary" is mainly social.

What is Secondary Education?

LORD ROSEBERY refuses to be drawn on the subject of the "right of entry"; which phrase, we take it, means that the teacher of dogmatic religion should be allowed to enter the public elementary school and to take a class during the hours of compulsory instruction, as settled by the managers. His Lordship admitted that his views on this point were "elastic," and that he would not desire to be "particular" if he could have his way on the main question. On that he is in no doubt. He says: "I believe there is only one system under which you can establish a system of education in this country, and that is one by which all schools supported by public money shall be placed under public control." We quite agree; but, if Lord Rosebery were in office, he would not make so light of the difficulties. Similarly we might say that there is only one way in which a satisfactory system of secondary school examinations can be conducted, and that is by establishing an Authority with power to supervise, control, and unify all existing examinations. If the slate were clean, this could be easily done. But the Universities of Oxford and Cambridge have staked out their claims long ago, and attempts to dispossess them would require more boldness than the Board of Education is likely—or would be wise—to show.

Vested Interests.

WE have received the report of the Society for the Reform of School Discipline. The title is not one that commends itself to teachers, implying, as it does, that the present system of discipline stands in need of reform. But even the experienced expert is not unwilling to learn from the well meaning busybody. The main object of the Society is to secure the abolition of corporal punishment, and the report gives a good deal of interesting information based on the reports of inspectors and the action of other countries on this point. When the matter is stated fairly, without undue exaggeration or sentimentality, teachers, for the most part, will agree that every effort

The Reform of School Discipline.

should be made to banish the cane. All teachers avoid its use on weak, nervous, or timid children: but many would still keep it in the background for its awe-inspiring qualities. Indeed, there are brutish natures and brutish offences that are best dealt with by the infliction of physical pain. School discipline is infinitely more reasonable and more effective than national discipline as exemplified in the police magistrate and the "cat." The fact is the dear, good reformers know little of the working of schools. They get hold of one or two police-court cases, and judge the exceptional to be the normal.

THE University of Leeds was for the first time toasted in public at the autumn dinner of the Assistant Masters' Association. Principal Bodington, in replying, admitted the need of more local Universities, though he had originally opposed the disunion of the Victoria University. Perhaps with an idea of saying pleasant things to his hosts, he spoke of the multiplication of posts that must follow the creation of new Universities, and hinted that a professorship might be as suitable promotion as a head mastership. To make such promotion possible there should be, he urged, a closer connexion between the teaching staffs in schools and Universities. Dr. Bodington referred to the way they manage these things in Germany, and, if he could carry into effect his pious aspirations, one grievance would be removed. A clever contributor to our columns recently revealed the methods by which head masters are appointed, and not long ago a correspondence in the *Times* bore witness to the undignified scrambling for testimonials which precedes an application for a professorship. They do manage these things better in Germany. There continued good work is marked by the authorities, and leads certainly to promotion. No one will deny that in England promotion depends largely on pushfulness and bold advertisement.

Universities and Schools.

THE angry parent is again to the fore with his complaint that the public school does not give his son an education to fit him for life in the colonies. And he is not appeased when he is told that in one school the engineering shops are so well fitted that the boys make their own motor-cars; or that in another the potatoes from the school plot carried off the first prizes at the local show. He wants his boy to build a shanty out of a packing case, and a kerosene lamp out of an old biscuit tin. The fact is, what the parent wants his boy to possess is "gumption," which the dictionary defines as "capacity, shrewdness, common sense." The schoolboy who is preparing to "rough it" in the colonies may be partly spoilt by the possession of scientific tools and the exact materials to use them on; but he soon recovers his senses. If his first impulse, instead of using the packing case, is to wire for planks cut to the right length, he does not act upon it, but soon sets to work to do the best he can with what he has. It is character that tells, and the British schoolboy makes a good colonist, in spite of the occasional failure who comes home to grumble that he was not taught at school how to boil a shirt or to make dampers.

"Cumption."

MR. RUDYARD KIPLING is a maker of phrases, oracles which interpreted are sophisms or platitudes. His latest exploit in this direction is to accept a phrase of M. d'Humières and to apply it to the British schoolboy. "He understands that he must not understand." "It is, in fact," adds Mr. Kipling, "the first thing that we teach our boys." As yet, so far as we have seen, Prof. Armstrong has not taken up the gauntlet. But perhaps the real charm of the phrase lies in the power of the user to give it any meaning he wishes. For who will dare to dogmatize as to Mr. Kipling's connotation of the words? The present trend of school education cuts the grain of the theologian's "Credo quia impossibile est," and the soldier's "His not to reason why." The new schoolmaster's apophthegm is: "Nihil est in sensu quod non sit in intellectu"—Knowledge is nought without understanding. Even in the Army there is a reaction: "the absolutely crass and unthinking acquiescence, the acquiescence of dumb stupidity," that the phrase might be taken to mean, is no longer the military ideal for Tommy Atkins.

"Understand."

IF the training of teachers is to become a practical reality, the teacher must have his laboratory for practical work just as inevitably as the chemist or the physicist. Manchester University is to have its demonstration school. This project has become possible owing to the generosity of Mrs. Fielden, who offered a suitable building and an endowment of £250 per annum for four years. The school is planned in the first instance for boys who have been educated in a primary school up to the age of ten or eleven: it will be under the direction of Prof. Findlay, who is thus carrying out a plan proposed by his predecessor, the late Prof. Withers. The scheme is one of considerable importance, and we hope to give our readers fuller details in due course. No public appeal is made for funds; but the Committee will welcome contributions in aid of this promising experiment.

The Fielden Demonstration School.

LOCAL AUTHORITIES.

THE average salary of twenty-nine head masters in the West Riding from fixed salary, capitation grants, and Board of Education grant is calculated in the Report to which reference has already been made in this column to be £292; there is, in addition, the use of a house, &c., of average value £50, and, in some cases, the profits on boarders—fifteen of the schools being boarding schools, with a total of 327 boarders. In no case is there any provision for regular increments or for pensions. Head masters, on the average, do 22 hours' teaching per week, and head mistresses 19 hours'. Only 11 of the 29 head masters and 11 of the 117 assistant masters were registered in Column B. Of the 117 assistant masters, 41 possess a University degree, 14 being entered as "unqualified." No fewer than 42 had had no experience of teaching previous to present appointment. 20 are elementary certificated teachers, and 5 others have been through a course of professional training. The average age of head masters is 44½; of assistant masters, 28·6—a remarkable disparity. The average age of head masters on appointment was 31½. Their ages vary from 29 to 72, two being over 65. Of the 117 assistant masters, only 16 had spent more than ten years in their present positions.

West Riding Salaries.

BUT the most striking statistics are those relating to the salaries of assistant masters. Pause, reader, and summon up your mental powers to the problem of fixing a fair average salary for assistant masters. They must live in good style and dress well, and they must keep in touch with current literature and movements. Their education in many cases has been prolonged and expensive, and they had attained to manhood before earning their living. So much by way of preface to the hard facts now published under authority. Adding £40 per annum when necessary as the equivalent for board and lodging, it was found that seven were earning less than £40 per annum. It appears, therefore, that seven cannot even pay for board and lodging for nine months at the rate fixed by the authorities! At the other extreme, it was found that only nine masters enjoyed an income of over £175, and the average salary for all was £111. For these princely salaries the average number of hours' work per week is 25·2; in thirty cases 28 hours or more of teaching were given. We present these figures in detail as indicating one of the most serious problems which Education Committees have to face in dealing with secondary education.

Salaries.

THE sad tale of the West Riding assistant master is not yet finished. "In the majority of cases" the head teacher is "absolutely responsible" for the appointment and dismissal of assistant masters. The compilers of this admirable Report have put themselves to the trouble of showing, by way of contrast, the corresponding conditions in other countries. "The popularity of the scholastic profession in France," we are told, "is more largely due to compensating circumstances"—shorter hours (generally not exceeding fifteen), complete freedom outside the class-room, and a higher social status. The maximum salary for University-trained assistant masters in Germany is £255, with house allowance; in Saxony it is £300 in State schools and £320 in municipal schools. In Chicago the maxima are much higher still.

Conditions of Service.

Only 278 boys out of 2,245, in thirty-five schools, were over sixteen years of age. The majority lie between twelve and fifteen. As to leaving age, 19 per cent. left under fourteen, 42 per cent. under fifteen. Only 11 per cent. of boys stayed beyond seventeen. The figures are based on the leaving ages of 636 pupils (477 boys and 159 girls), who left the thirty-five schools in July, 1902. The average length of school life is found to be, for boys 2·93 years, and for girls 3·14 years. "When it is considered that at most of the schools the course of instruction is planned to extend over at least four years it may be inferred how very much the benefit of a secondary education is impaired by the withdrawal of pupils after the very short periods indicated." Only 61·51 per cent. of the 2,881 pupils came direct from public elementary schools; 24·86 per cent. are classified under "private school or private tuition."

Leaving Age.

"D" is the suitable title for the section which deals with the "Supply of Funds." £15 per scholar is taken as the minimum cost of the most simple type of efficient secondary school. We are not prepared to accept the statement that of this £2 is as much as any county or district can be expected to provide; but we agree entirely that much larger Government grants are urgently needed. The disparity in the fees charged in the various schools—sometimes between schools in the same neighbourhood—is certainly anomalous. One is almost inclined to think that, in view of the Education Act of 1902, a large number of school schemes ought to be "scrapped." The Local Authority ought certainly to enjoy considerable powers in such matters as the fees in secondary schools, and it should be possible to make the necessary changes without delay and friction. The Report pleads for a Government grant of at least £8 per pupil. Generally speaking, the schools in the West Riding are well endowed; so that, on the hypotheses of this Report, £8 would not be an excessive average grant for the whole country.

Finance.

REFERENCE to the schemes of endowed schools calls to mind the negotiations which have recently taken place between the Local Education Authority at Burnley and the Board of Education with respect to Burnley Grammar School. This old school has been largely subsidized by the municipality both by way of grants and of scholarships. In order to secure proper educational co-ordination, the Town Council proposed that the present governing body of the Grammar School should be dispensed with, and that their duties should be undertaken by the Education Committee of the county borough. The memorandum which was prepared by the Council and submitted to the Board of Education proposed, further, that the constitution of the Education Committee should be modified, so as to make it more strongly representative of higher education. On June 21 representatives from Burnley met officials of the Board to discuss the proposal, and subsequently to the interview the Board communicated their decision in the matter, refusing to sanction the changes suggested, but suggesting a new constitution for the governing body of the school, providing especially for greater powers of nomination to the Town Council. It may be well here to quote the first, and by far the most important, reason for the change given in the Memorandum of the Town Council:—"That the Grammar School will be controlled by the Authority responsible for all forms of education within the county borough, and thus unity of policy and organization will be secured." The question is a very difficult one to decide in view of the scanty information which has been published; but it certainly seems that the proposal would help to secure one of the most pressing of educational needs—"unity of policy and organization." The policy of the Board in running counter to the wishes of Local Authorities is certainly a dangerous one. If it leads to the establishment of rival secondary schools—and the Board would find it very hard to resist a headstrong Town Council—the state of that city would be far worse than ever it was before the Magna Charta of educational legislation. Further, in this particular matter the Board has not been quite consistent; for it permitted the municipalization of Sheffield Grammar School. In the case of Burnley the Authority which has done so much towards paying the piper may be excused for wishing to call the tune. Generally speaking, local governing bodies are far from deserving the encomiums which the Board has recently showered on them. They attend irregularly, and in most cases can lay no claim to be accepted as educational experts. With sound business instincts, they are sometimes able to apply a useful check to the financial schemes of head masters; but, as a rule, a head master knows he is master of the situation. The weakest of head masters is often able to boast that he can turn his so-called governing body round his little finger. On the other hand, the Education Committees of county boroughs are in many cases applying themselves seriously to their work, and, if given the "responsibility," they would make quick work with some of the causes of inefficiency from which very few secondary schools are free; and an increase in responsibility generally carries with it an increase in public esteem, self-respect, and efficient administration. Much must depend in particular cases on the character of the local Education Committee. The butcher, baker, and candlestick-maker are often strongly represented on Town Councils, as they were on the School Boards, and, above all things, we hope that secondary schools will not be handed over to their tender mercies. At present it is rather early to pronounce any general opinion on the character of Education Committees; but we agree with the Board in its latest Report, that these Committees are showing energy and good will in their important work.

Burnley.

THE BOARD OF EDUCATION *V.* LOCAL AUTHORITIES.

CONTROL OF SECONDARY SCHOOLS.

THE Board of Education, S. Kensington, have succeeded in performing what would have appeared an impossible feat. They have united in opposition to their action with regard to secondary schools the Local Authorities and the National Union of Teachers. The points at issue are many, but they may all be traced to the determination of the Board to base their policy as regards secondary education upon the Endowed Schools Acts. It was believed that when, under the Board of Education Act, Whitehall and South Kensington were amalgamated and power was given to the united body to absorb the educational functions exercised by the Charity Commission, the future policy of the Central Authority would be of the enlightened character sketched out for it in the Report of the Royal Commission on Secondary Education. This is apparently not to be; the traditions of Gwydyr House have prevailed, and everything that was worst in connexion with the Charity Commissioners' administration has not only been continued as regards the administration of the old endowed schools, but has leavened the lump affecting the dealings of South Kensington with all secondary schools and the grants payable to them. When, therefore, reforms are asked for by Local Authorities as regards either old schools or new, whether in the way of greater popular control, of offering advantages to poor scholars, or of raising the status of assistant masters, they are brushed aside as being contrary to the spirit of the Endowed Schools Acts.

Now but little complaint could be made on this score if this line of policy was restricted to those old endowed schools which are substantially supported from their own charitable funds, though even here reformers can see room for improvement. But when the grasp of the dead hand is laid upon Treasury grants and the rates of the County Councils and governs schools practically supported from these sources, it seems monstrous that the tail—in this case a few paltry charities—should be allowed to wag the head—the money found by rates and taxes. It is true there is a precedent in the Welsh Intermediate Education Act whereby the rates and the equivalent grants followed the allocation of the charities and were applied on the same principles. But it must be remembered that the Welsh charities had been previously pooled, and the whole of their original application abolished. Besides, the Local Authorities in England are on quite a different scale from those in Wales, and the funds which they provide for the newer type of endowed schools are altogether out of proportion to the charities involved.

The principal points of difference between the Board and those interested in the local efficiency of secondary schools relate to matters which come under the general category of the co-ordination of elementary and higher education. It is pointed out to the Board that the main object of the Act was to place the Local

Authority in general control of the education of both secondary and elementary schools, so that it might be able to co-ordinate primary and secondary education. This involved, on the one hand, a control over scholarship arrangements, and, on the other, an oversight of the curricula of both classes of schools. Now, however, the Board say to the Local Authorities: "We reserve the right to place in the schemes of secondary schools clauses relating, on the one hand, to scholarships, and, on the other, to preparatory classes, irrespective of the general scholarship scheme of the Local Authority; our reason for doing so is that the theory of the Endowed Schools Acts gives absolute autonomy to each body of school governors to regulate the curriculum of their school without reference to any surrounding conditions." Hence, if the Local Authority chooses to make grants to these schools, it must do so on the lines of the particular scheme and not in accordance with any general principles which it may lay down for the education of its district. Now one of the principal objects which the Local Authorities have in view is to enable deserving children of ability from the elementary schools to pass on with scholarships into the secondary schools. In some cases these scholarships have been tied down by means of a poverty test, but generally they have merely been restricted to children educated in elementary schools; now, however, the Board of Education is taking steps to remove this condition. Naturally those who are interested in elementary education are up in arms at this innovation, as they foresee a time when these scholarships may go the way of scholarships at public schools and the Universities, and be monopolized by those who are able to pay in the earlier stages for special preparation. Co-ordination goes to the wall, and the simple rule, the good old plan, holds good—to him that hath shall be given.

The question of preparatory classes or a preparatory department in a secondary school is a much more debatable one. Naturally those interested in elementary education try to force on the adoption of the old theory of the "organic unity" of education and maintain that the basement of a secondary school is the top story of an elementary school: that the age at which the elementary school ends should be that at which a secondary school begins. Now everybody knows that very large classes of the community for whom secondary education costing from £10 to £20 a year ought to be provided are quite willing to prepare their children to take full advantage of this education by paying a £5 or £6 fee up to the age of eight or ten, and so secure a somewhat higher type of education than that given in the ordinary public elementary school. Hence there are thousands of preparatory schools of one sort or another dotted all over the country whose pupils mainly feed the secondary schools. Now, as far as first-grade education goes, it is admitted that the majority of the pupils in a first-grade school must have at some time a preparation on different lines from that given in the public elementary school. It is contended, however, that second-grade schools are not in the same position, and that a child entering them from a public elementary school at the age of from ten to twelve is quite capable of taking his proper place in the school and of fully benefiting by everything in the school curriculum. The Welsh Intermediate Education Act practically accepted this principle by making the age of ten the lower limit for the intermediate schools, and the Endowed Schools Commissioners for many years refused to allow the funds arising from endowments to be used for preparatory schools or departments; consequently private-venture schools or the public elementary schools were the only avenues to the higher schools. Now, however, there is a general tendency on the part of South Kensington to make the preparatory school under public management an organic part of every second-grade secondary school whose commencing age is ten.

It is difficult to see how for a complete system of education some such arrangement can be resisted; but, as long as public elementary schools (and these, it must be remembered, are now being enormously improved, especially in the upper standards) can do this this work, no Local Authority, it is urged, is justified in spending its rates in practically duplicating for class reasons a portion of its elementary system. Consequently, where such preparatory schools are being called into existence they ought to be made self-supporting as far as the local rate is concerned; given free buildings and the supervision of a head master, there is no reason why children from six to ten should not be taught at a cost which could be provided by a £6 fee.

JOTTINGS.

IT is stated that there are 64 examinations in England for which pupils are prepared at school, and 140 in the British Empire.

ONE of His Majesty's Inspectors of Schools in the North of England recently received an anonymous postcard containing the words "Be merciful as well as just." The Inspector's friends are deeply gratified at this kindly tribute to the justness of his reports.

SCHOOLMASTERS have yet to win the respect of the man in the street. A leader-writer in the *Times* not only denies that the average school is a good "capacity catcher," but states that "the average schoolmaster can hardly be described as a person pre-eminently well fitted to deal with exceptional capacity when it is caught."

WE have heard that one of the testimonials of a recently appointed head master stated that he had "successfully coached two winning football teams"; but no one would venture to hint that this proof of physical prowess influenced the appointing body.

THE programme of the examinations conducted by the Society of Arts has just been issued. The examinations begin on April 10, 1905, and will be over before the Easter holidays, as Easter Sunday does not fall next year until April 23. An important change has been introduced, whereby the existing two grades have been converted into three, which are now called Elementary, Intermediate, and Advanced.

THE action of the West Riding Education Committee in sending out a circular request for the hours each teacher devotes to religious instruction has met with strenuous opposition from the Roman Catholics. The reply of the Association of Catholic Managers in the Riding begins: "In reply to Circular P. 62, the Catholic managers wish to point out that the object of your inquiries is illegal, and therefore respectfully decline to accede to your request." This is a hit straight from the shoulder. The West Riding, having lost Mr. Loring, certainly seems to need an educational adviser.

MR. CLAUDE LOWTHER is reported in the *Manchester Guardian* to have said that he visited a village school, and found little lads of ten to twelve studying the *pons asinorum*. He asked the schoolmaster if the boys would not be better playing cricket, and was told that Euclid was a splendid training for the mind, because it taught children to argue. It is wonderful to note the vogue of such apocryphal stories. There are people who still imagine that every child is taught instrumental music because the School Board has sanctioned the purchase of a piano. We shall have some one asking for a Parliamentary return of the number of boys under twelve who are learning Euclid in public elementary schools.

THE details of the 1901 Census dealing with teachers have just been issued. It appears that there were 230,345 persons classed as teachers in all grades, exclusive of teachers of music. In addition, 4,427 persons are classified as "concerned in teaching." Seventy-five per cent. of the whole number are women. The Board of Education returns account for about 150,000 persons teaching in public elementary schools. It follows that there are some 80,000 persons engaged in secondary and University teaching. The Register (Column B) accounts for about 5,000. Where are the rest?

MR. A. J. SKINNER has been appointed Head Master of the Sir William Borlase's School, Marlow.

LEST schoolmasters should be too greatly puffed up in their own conceit, it is well to read the "other side." An article in the *Liberty Review*, headed "The Education Infamy," begins: "The way in which the State Education Authorities harry poor parents is infamous." The concluding sentence is: "Tar and feathers or the horsepond for the Education Authorities and their spies might do some good."

IN 1903 the Universities of the German Empire received grants from the State to the amount of very nearly £1,500,000.

DIRECTORS of Education *in posse* are becoming rare. For the post at Mountain Ash only a hundred applications were sent in. A year ago there might have been six times that number. Mr. Alfred Morgan was appointed.

THE borough of Salford has opened two secondary schools, one for boys and the other for girls. Mr. Adkins is the Head Master of the boys' school and Mr. Stone of the girls' school—another injustice to women. The fee in each is £1 a term; but 25 per cent. of the school places are free.

(*Continued on page* 678.)

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IT is stated that the Vicar of Shipley, in Yorkshire, has refused to hand over the keys of the school to the newly appointed caretaker, on the ground that the Education Committee which made the appointment must also provide keys. It appears that the school remains closed while the Board of Education is considering the matter. We are sorry for the Board if it is to have such trumpery matters referred to it. Why was not the local blacksmith called in?

THE Education Act demonstrates the uncertainty of the law. Half the revising barristers hold that the non-payment of the Education Rate disqualifies for the Parliamentary vote; the other half give an opposite opinion. In one district a passive resister may lose his vote, but not in another. A test appeal case will decide the matter.

"THE Educational Section of the British Association," says the *Times*, "has attained the reputation of being the most talkative of all sections, the subjects with which it deals being peculiarly open to the intrusion of faddists." The prophet is often thought to be a faddist by his own generation.

Truth vouches for the story that a teacher in Germany, having to make an official communication to her superiors, inadvertently wrote on a sheet of paper on which was impressed an imperial eagle as watermark, with the head downwards. In due course the letter was returned from Berlin with the intimation that it must be re-written on a sheet of paper with the eagle's head upwards.

THREE head masters at Chester have protested against a magistrate's order by which they were ordered to cane certain boys in the presence of the police. The schoolmaster is certainly not the servant of the magistrate, and it is to be hoped that the managers will support the refusal.

CURIOSITY led us to count the advertised vacancies for elementary teachers in one or two areas. One county requires nearly eighty teachers, another over fifty. The Carnarvonshire Education Committee advertises sixteen vacancies. The salaries are as follows:—One at £75 (master); three at £70 (mistresses); one at £60; two at £50; two at £45; three at £40 (two masters and one mistress); two at £35; and two at £30 per annum.

THE school subject entitled "English Grammar and Literature" is admittedly a difficult one to teach. The Board of Education, with a laudable desire to help perplexed head masters, has just issued an *addendum* to the Regulations for Secondary Schools, containing what may be described as a syllabus for a course of four years, and instructions to teachers as to the method to be employed. It is clearly stated that the proposals are suggestions only.

MR. MORANT'S report begins: "The rapid progress made throughout the country, during the previous year, in bringing into operation the Act of 1902, has been continued, and is now practically complete." Lord Rosebery said, at Lincoln: "The Act of 1902 has paralyzed national education." There is much in the point of view.

LADY FREDERICK CAVENDISH is to receive the honorary degree of LL.D., among other notabilities, on the first degree day of Leeds University, October 6.

LORD STRATHCONA, who had previously given £20,000, has presented an additional sum of £10,000 towards the completion of the new medical buildings of the Montreal University.

AT St. Thomas's Hospital Medical School the Entrance Scholarship in Natural Science, of the value of £150, has been awarded to Mr. Ernest William Witney; and the University Scholarship, of the value of £50, to Mr. Charles Ernest Whitehead, B.A. of Caius College, Cambridge.

AMONG Messrs. Duckworth's publications for the autumn season we notice "Eton Nature-Study and Observational Lessons," by M. D. Hill and W. M. Webb.

WE have received yet a third tirade from Mr. F. E. A. Gasc, headed "Dictionary Making in 1903. In Memoriam, and in Legitimate Justifiable Self-defence." In it, as in his previous communications, he accuses the late Mr. Boïelle, the editor of Cassell's "New French and English Dictionary," of copying from Gasc's recast Dictionary of 1897. Whether this is true or not, only Mr. Boielle could say, and he died just before the publication of his work. The evidence to us seems very slender. But, whatever the truth may be, there can be no doubt of the bad taste of these circulars that Mr. Gasc sends round to all modern language teachers. The practice is un-English, and, we are sure, does his excellent work much more harm than good. Let its superiority be proved by results and not by vilifying another's work, especially when he is no longer able to defend himself.

WE often hear examiners complain of the laziness of candidates: it is rare that the converse occurs, and for candidates to complain of the laziness of examiners. Rather a flagrant case has just occurred. A French examiner, who examines for several bodies, set a certain piece of prose to be translated into English at the Preliminary Examination of the Institution of Civil Engineers in February last. The same examiner set the same piece at the Professional Preliminary Examination last month. It is no doubt unlikely—but by no means impossible—for a candidate to have presented himself at both examinations. But surely the field of choice is wide enough from which to choose extracts for translation without repetition. If it became general, we can imagine how past examination papers would rise in value among a certain class of candidate.

THE forthcoming portion of the "Oxford English Dictionary" is a double section of Vol. VI., edited by Dr. Bradley. It records 3,175 words between "M" and "Mandragon," with 12,855 illustrative quotations. The verb "make," with its unparalleled variety of shades of meaning and multitude of idiomatic uses, has naturally required to be treated at unusual length. The article occupies upwards of eleven pages, each consisting of three long columns, or slightly more than the space given to the word "go," which has till now been by far the longest in the Dictionary.

WE have to record yet another mountain accident by which the profession has lost a brilliant mathematician and a teacher of great promise. Mr. R. W. H. T. Hudson met his death on September 20 while climbing what is known as the Devil's Kitchen, a difficult *cheminée* near Penygwryd. Mr. Hudson graduated as Senior Wrangler in 1898; he was a Fellow of St. John's College, Cambridge, and mathematical lecturer at University College, Liverpool. He was a son of Mr. W. H. H. Hudson, Professor of Mathematics in King's College, London, and his two sisters were both high Wranglers.

MISS G. CLEMENT, B.A. Lond., Oxford Final Honours in English, Oxford Teachers' Diploma (Distinction), has been appointed Head Mistress of the Godolphin and Latimer Girls' School, Hammersmith, to be opened early next year. Miss Clement was a student of Holloway College, eight years assistant mistress at the Bradford Girls' Grammar School, and, since September, 1903, Head Mistress of the Stamford High School, Lincolnshire.

MR. J. L. HOLLAND, a member of the Teachers' Registration Council, has been appointed Secretary to the Education Committee of the North-amptonshire County Council. Since Mr. Holland resigned his post at St. Olave's School he has been helping Mr. Sadler in educational surveys for Local Authorities. Mr. Holland is a past Chairman of the Assistant Masters' Association, and has been one of its most active workers.

F. W. B. writes: "I have only just seen *The Journal* for August, in which you recall the epigram on Dr. Hayman. The version given is, however, considerably different from that I have always heard, and misses at least one point. I have never seen the epigram in print, but heard it repeated as follows:—

"When Rugby, spite of priest and layman,
Was fading fast away,
The Governors suspended Hayman
For fear of more decay."

MR. T. C. LEWIS writes from Naini Tal:—The "single hair" is to be found lying across the page of Oriental literature. Shekh S'a-di, who flourished in the thirteenth century, wrote:

"With honeyed words, good humour on thy side,
Thou with a hair an elephant may'st guide."
(Eastwick's translation.)

The following line may also be given as expressing another part of Pope's idea—

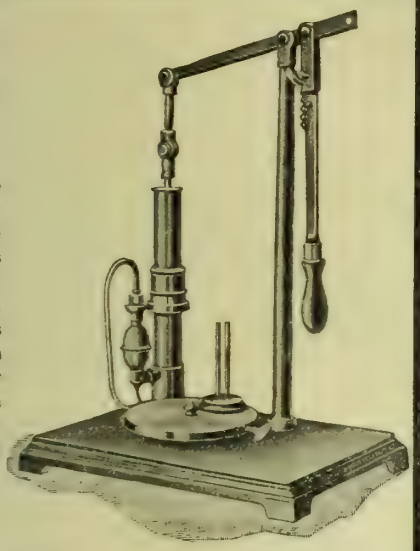
"The ringlets of the beautiful are the fetters of reason."

A HEAD MISTRESS sends us several corrections in our list of Recognized Schools:—"(1) 'Manchester, Wellington Girls' School,' *read* 'Withington.' (2) Ellerslie College, Victoria Park, is no longer in existence. (3) Girls' High School, Higher Broughton.—Does this stand for North Manchester High School (postal address, Higher Broughton)?" For the misprint in (1) we are responsible; as to the other two, we never undertook to verify or correct the names given in the Register.

(*Continued on page* 680.)

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THE TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND.

[*By a resolution of the Council, of June* 19, 1884, "The Journal of Education" *was adopted as the medium of communication among members of the Teachers' Guild; but* "The Journal" *is in no other sense the organ of the Guild, nor is the Guild in any way responsible for the opinions expressed therein.*]

The Council met on June 23, at the Offices of the Guild. Present: Mr. F. Storr, Vice-Chairman, in the Chair; Prof. J. W. Adamson, Miss H. Busk, Mr. G. F. Daniell, Miss F. Edwards, Miss Gavin, Mr. C. Granville, Mr. J. R. Langler, Mr. F. J. Matheson, Mr. H. A. Nesbitt, Miss E. Newton, Miss Ridd, Miss K. Stevens, the Rev. A. F. Titherington, Mrs. J. S. Turner, and Mr. J. S. Wise.

Mr. S. H. Butcher, Litt.D., was unanimously re-elected Chairman of Council. The Rev. H. Wesley Dennis, M.A., was unanimously elected Vice-Chairman.

The Committees of Council were reappointed, with a few changes among their members.

Ten applicants for membership of the Guild were elected, viz. :—Central Guild, 4; Bath and East Somerset Branch, 2; Brighton and Hove Branch, 1; and Guernsey Branch, 3.

Miss H. Busk and Miss Maitland were reappointed to represent the Guild on the National Council of Women, at York, in 1904.

The suggested deputation to the Board of Education on the subject of secondary-school curricula was abandoned, as the President did not see his way to introducing it.

It was decided to endeavour to arrange another Joint Conference of Educational Associations, and the Organizing Committee was instructed to report on the matter.

On the report of the Education and Library Committee, it was decided to approve Resolutions i. and ii. of the Joint Conference of representatives of the Guild, the Assistant Masters' Association, and the National Union of Teachers, on the promotion of children from elementary schools. General approval of Resolution iii. was expressed; but the Council decided not to commit themselves to it in detail. (Resolutions i. and ii. will appear *in extenso* in the *Teachers' Guild Quarterly*, October 15.)

The Education and Library Committee were requested to report definitely on the subject of the development of the work of the former Education Society within the Guild.

The Council met again on July 16 in the Guild Offices. Present: The Rev. H. Wesley Dennis, Vice-Chairman; Mr. R. F. Charles, Mr. G. F. Daniell, Miss F. Edwards, Mr. C. Granville, Mr. J. R. Langler, Mr. J. W. Longsdon, Mr. F. J. Matheson, Mr. H. A. Nesbitt, and Miss K. Stevens.

As Miss Maitland was unable to accept the representation of the Guild on the National Council of Women this year, Miss Busk was invited to select a colleague, in consultation with the General Secretary.

Four applicants for membership were elected, viz. :—Central Guild, 3; Brighton and Hove Branch, 1.

Miss Gavin's resignation of her seat on the Council as one of the twenty general members was accepted, with regret.

(*Continued on page* 682.)

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The subject of discussion at the Joint Conference, submitted by the Organizing Committee, was approved, as follows:—"Impending changes in education consequent on recent legislation, treated under the following heads:—(*a*) the curriculum of secondary schools, with leaving age sixteen years, as affected by the new Board of Education Regulations; (*b*) the relation of pupil-teacher centres to secondary-school provision; (*c*) the education of boys and girls to the age of twelve years; (*d*) co-education.

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STATE LEAVING CERTIFICATES.

THE summer holidays have given the school world ample time and leisure to digest the Report of the Consultative Committee on Leaving Certificates, which was circulated to the English Universities and other professional bodies by the Board of Education at the beginning, and communicated to the Press at the end, of July. There is no need to rehearse the circumstances which led the Board, in March, 1902, to seek the advice of the Committee, or the various conferences held in 1903 and the first months of this year between the Committee and various interested bodies. It is sufficient to note the original suggestion of the Head Masters' Conference—the institution of a single examination, to be held at centres three times a year. This suggestion, we are relieved to find, was not adopted. It is strange that a body whose watchword in the past has been "Liberty, Variety, Elasticity!" should propose to consolidate and perpetuate the Oxford and Cambridge Local Examinations and stretch the whole body of secondary schools on this Procrustean bed.

The second resolution of the Consultative Committee is a direct negative of the Head Masters' proposal:

> It is not desirable that examinations for school certificates should be conducted by means of papers set for the whole country from a single central organization;

and the reason for this dissent is clearly stated. It is essential that the examining body should be brought into closer relations with the teacher. Scotland and Wales, it is pointed out, form no true precedent. The schools concerned are far fewer in number and (we may add) more homogeneous than in England.

But, though the State is not fitted to act as a general examining board, it has its proper function of co-ordination and supervision; and, if anything is done to remedy the grave inconvenience and waste of time caused by the present multiplicity of examinations for entrance into the professions, it is clear that the State must take the initiative. No lesser power can deal with the vested interests concerned or bring the

various competing and conflicting bodies into line. Hence the sixth resolution :

> That a CENTRAL BOARD should be established for England (excluding, for the present, Wales and Monmouth), consisting of representatives from the Board of Education and from the different examining bodies, whose duty it should be to co-ordinate and control the standards of these examinations, to secure the interchangeability of certificates, and to consider—and, as far as possible, to adjust—the relations of the examining bodies and their spheres of external action.

Acting under this Central Board, there is to be "a recognized examining body," which will constitute the Executive.

At this point, however, the proposals become so vague and tentative that it is difficult to discuss them. "An examining body" appears later on as "examining bodies," and three possibilities are suggested :—(1) a University, (2) a combination of Universities, (3) a combination of representatives of a University (or Universities) and of Local Authorities. One most important proviso is added : "Whatever the examining body may be, teachers of schools should, where possible, be represented."

Let us try to picture to ourselves the working out of the scheme. Oxford and Cambridge will at once be recognized as examining bodies, and there will be probably also, as at present, a Joint Board. London will follow suit. The four local Universities will probably combine with the Education Committees of the City Councils to form Examination Boards. Then will come the rub. To the Central Board is committed the Herculean task of determining what combination of subjects "represents a good general education both for pupils under and over sixteen," and of securing "practical equivalence" of standard between examinations conducted by different bodies.

And what of the College of Preceptors, still, if judged by numbers, the greatest examining body in the kingdom? What of the Society of Arts and minor examining bodies who pick up the crumbs? What, again, of University colleges like Bristol and Sheffield, which are left out in the cold? The occupation of the College of Preceptors will be gone, and the foundation stone taken from Dr. Scott's Royal College of Secondary Teachers. This work of demolition may be a necessary preliminary to any reform : it may be regarded by some as an unavoidable sacrifice, and by others as a positive gain ; but it is certain that it will not be accomplished without opposition, and on the part of the College a struggle for its very existence.

We have left to the last what is an integral part of the scheme, the connexion of examination and inspection. The fifth resolution lays down, as a condition to be required from schools which present candidates for school certificates, periodical inspection. The report of the inspection, whether conducted under the Board of Education or a University or a mixed Board, is to be laid before the examining body, which will decline to examine the pupils of any school of which the report is in their judgment not satisfactory. The principle of treating inspection and examination as complementary one to the other on which this resolution is based cannot be questioned, but in practice it will be extremely difficult to work, at least at starting. The Universities have no regular staff of inspectors, and it would be most unfair to subject a school to the idiosyncrasies of a casual inspector without experience, and allow him to pronounce what might prove a death warrant. There must, at any rate, be a possibility of appeal. Again, in order to secure the interconnexion of inspection and examination, it is almost essential that the examiners and inspectors of any school should be appointed by the same body.

The regulations for the method and conduct of the examination itself have our hearty approval. First, the internal examiner—*i.e.*, a member of the school staff—is given a substantial share in it. The external examiner, it is true, is still top-sawyer : he will set the papers, will look over all those that are on the pass line, and with him will rest the final decision of pass or pluck. But it is left to the internal examiner to suggest questions to be set, to indicate the general scope and range of the papers, and (with the above mentioned proviso) to look them over and mark them, if the examining body think fit. In oral and practical examinations he will act as joint examiner and jointly assess the marks.

Resolution 15 must be quoted textually :

> In language examinations no special books should be prescribed, but passages should be included from the books used in the school, as well as unseen passages. An oral examination should always be held in the case of modern languages.

This is the reform that the Modern Language Association has been persistently pressing on examining bodies for the last five years, and to which the Universities have hitherto replied by a *non possumus*.

Not less important is Resolution 9 :

> The course of work pursued by a scholar during his school career should be recorded and reported on by his teachers, and this school record and report should be available for reference in deciding his fitness or unfitness to obtain a certificate.

This brings us to the end of the Report. We have been content at this stage to give the salient features and to jot down roughly our first impressions. Between now and December 31—which is the latest date allowed by the Board of Education to professional bodies for sending in their comments on the scheme—there is ample time for debate and conference, and we shall soon be better able to judge how it commends itself both to the profession and to the public.

CALENDAR FOR OCTOBER.

[*Items for next month's Calendar are invited. Matter should reach the Office, 3 Broadway, Ludgate Hill, London, E.C., by the 23rd inst.*]

1.—Sheffield University College. Return forms for October Entrance Exams.
1.—Army Exams., Woolwich and Sandhurst. Latest day for returning forms.
1.—London University M.B. Exam. Return forms.
1.—Board of Education, Scholarships Exam. Apply for permission to sit.
1.—Royal College of Art Session begins.
1.—Cambridge Michaelmas Term begins.
1.—Scotch Education Department. Admission to Training Colleges. Application to be made.
1–2.—Bangor University College, North Wales. Admission and Registration.
2.—St. David's College, Lampeter, Scholarships Exam.
3.—Return forms for Cambridge Local and Preliminary Local Exam. Last day.
3.—Royal Drawing Society. Extended Course of Lectures and Drawing Classes begins.
3.—St. Mary's Hospital Medical School, W. Opening of Winter Session. Introductory Address by Prof. A. E. Wright, 3.30. Annual Dinner at the Whitehall Rooms, 7 p.m.
5.—Westfield College (University of London). Term begins.
7.—Royal University, Ireland, Scholarship Exams. begin about this date.
7.—Oxford Exam. for Women for B. and D.Mus. Return forms.
8.—Dundee University College Entrance Scholarship Exams.
9.—Oxford and Cambridge Preliminary Exam. for Candidates for Holy Orders.
10.—Oxford Michaelmas Term begins.
10.—Oxford Exams. First Public Exam. Holy Scripture.
10–11.—Dundee University College Entrance and Scholarships Exams.
12.—St. David's College, Lampeter, Matriculation.
12.—Associated Board Royal Academy of Music. Return forms.
14.—Durham Admission Entrance Scholarship and First Year Exams.
14.—Law Society Preliminary Exam.
15.—Ireland, Intermediate Education Board. Last day for sending claims for fees and applications for Examinerships.
15.—Post Translations for *The Journal of Education* Prize Competitions.
16.—London University Exam. in Teaching. Return forms.
17.—Edinburgh University, Entrance and Bursaries in Arts Exams., about this date.
17.—Glasgow University. Send in names for Exams. in Theology.
17.—London University Intermediate Laws and LL.B. Exams.
19.—Notice of entry for London University Intermediate B.Mus. Exam.
19.—London University B.Mus. and D.Mus. Exams. Return forms.
19–20.—Dublin University (Trinity College) Entrance Exams.
22.—Post School News, items for this Calendar, &c., and Advertisements for the November issue of *The Journal of Education*.
23–24.—Glasgow University Exams. for Bursaries in Theology.
24.—London University B.A. and B.Sc. Exams. begin.
26 (first post).—Latest time for receiving urgent prepaid School and Teachers' Advertisements for the November issue of *The Journal of Education*.

27.—Return forms for College of Preceptors Pupils' Certificate and Junior Forms Exams.
29.—Royal College of Physicians, Ireland. Return forms for Licentiate Exam.
31.—London University M.B. Exam. begins (Pass and Honours).
31.—Royal Academy of Music L.R.A.M. Exam. Return forms.
31.—Return forms for Cambridge Higher Local, December.
31.—Surveyors' Institute. Return forms for Professor-Associate and Fellowship Exams. for March.

The November issue of *The Journal of Education* will be published on Monday, October 31, 1904.

HOLIDAY COURSES.

BESANÇON.—Up to October 31. French. Apply—Monsieur le Secrétaire de l'Université, 30 rue Mégevand, Besançon.
DIJON.—Up to October 31. French. Apply—Monsieur C. Cestre, 7 rue Le Nôtre, Dijon.
GRENOBLE.—Up to October 31. French. Apply—Monsieur le Président du Comité de patronage des Etudiants étrangers, 4 place de la Constitution, Grenoble.
LEIPZIC.—Sloyd. Apply—Dr. Pabst, Scharnhorst Strasse 19, Leipzic.
NANCY.—All the year round. Special Holiday Courses, up to October 31. French. Apply—Monsieur Laurent, à l'Université, Nancy.
PARIS.—Christmas and Easter Holidays. Apply—Monsieur Louis Jadot, 95 boulevard Saint Michel, Paris.

COLONIAL AND FOREIGN NOTES.

RUSSIA.

Poverty among Russian Students.

Perhaps none are more eager for knowledge than Russians of a certain class. Hence the Universities always contain a number of students whose means of support are precarious. Hitherto it has been chiefly at the two capitals that the combat between hunger and a zeal for learning has made itself apparent; now, amid the general economic stress, it is being waged in an acute form at many academies. In the present year one-fourth of the students at Warsaw have been compelled by poverty to renounce the hope of a professional career; whilst four hundred have been driven by the same cause from St. Petersburg. It is from the disappointed, still more than from the successful, students that the revolutionary party draws its recruits.

SWITZERLAND.

Tremor hystericus at Basel.

Basel has lately been disturbed by the outbreak of a remarkable epidemic. At the Töchterschule for some weeks girls were suddenly overcome in the middle of a lesson by a convulsive twitching, and a quick, regular tremor passed through arms and legs. Beginning in one child, the affliction spread so that the class-rooms were half emptied of their pupils. Had these been boys, one might have suspected simulation; but the best and most trustworthy girls were affected, and the doctors assigned as the cause of the illness anæmia combined with suggestion. Of this *tremor hystericus*, or epidemic *chorea*, many instances are recorded for the Middle Ages. It is curious that it showed itself in Switzerland so recently as the spring of 1903, Basel being then also the scene of the visitation. The remedies are the same as are appropriate for so many diseases—fresh air and exercise, wholesome food, and a sufficiency of sleep.

La Société Jean-Jacques Rousseau.

Adhesions to the Rousseau Society, of which we wrote a few months ago, are coming in rapidly from all countries. They are received by M. Maurice Trembley, Petit-Saconnex, Genève. A payment of twelve francs a year entitles to membership and to the collection of documents that will be issued periodically.

UNITED STATES.

Resolutions of the N.E.A.

The resolutions of the National Educational Association at St. Louis are too important to be passed over, yet must be given here only in brief summary. (1) Attention is directed to the need of a supervisor of ability and tact for every town, city, county, and State system of public schools. (2) Since inadequate compensation for educational work drives many teachers from the schoolroom and prevents persons of any ambition from entering the teaching profession, the Association thinks it well to say: "It is creditable neither to the profession nor to the general public that teachers of our children, even though they can be secured, should be paid the paltry sum of 300 dols. a year, which is about the average salary of teachers throughout the country." (3) In the opinion of the Association the Bureau of Education at Washington should be preserved in its integrity and the dignity of its position maintained and increased. (4) Public high schools should be established wherever they can be supported properly. (5) More than half the population of the United States being rural, the problems of the rural school must be kept constantly in view. (6) Merit, and merit alone, should determine the employment and retention of teachers; *and, after due probation, tenure of office should be permanent.* (7) The Association holds that, granted equal character, equally successful experience and efficiency, women are equally entitled with men to the honours and emoluments of the profession of teaching. (8) Child labour should be strictly regulated. (9) Responsibility for the success or failure of the schools rests wholly with the people, and therefore the public schools should be kept as near to the people as practicable. To this end the Association endorses the principle of popular local self-government in all school matters. (10) The public-school system should be fully and adequately supported by taxation, and tax laws should be honestly and rigidly enforced both as to assessment and as to collection. (11) Thanks are to be given to the managers of the St. Louis Exposition for assigning to education the first place in the scheme of classification, in location, and in grandeur of buildings. Such a recognition of education is in harmony with the genius of democracy, and will stimulate interest in popular education throughout the world.

A Feat of Memory.

But enough, at least for the present, of the National Educational Association. We turn from modernity with its scientific methods to relate a little story that smacks of mediævalism. A remarkable feat of memory is reported from Loyola College, Baltimore. Clark J. Fitzpatrick, a freshman aged fifteen, has committed to memory the whole of Homer's "Odyssey," a work of about twelve thousand lines. In an examination upon the poem, after answering the regular questions for a half-hour, the visitors were requested to put any question to him bearing upon the work, and he answered every one correctly. To obtain palmary distinction he would now have to practise repeating the poem backwards. It is a good, not a bad, thing, be it observed, to know the "Odyssey" by rote; yet some, we imagine, would suggest that the time spent in learning it might have been more profitably employed.

The Hawthorne Celebration.

The celebration of the centenary of Hawthorne's birth began at Concord, in Massachusetts, on July 4, with intellectual fireworks, bonfires, and illuminations, at the Wayside Inn, in Concord, where Hawthorne lived before going to Liverpool, and to which place he returned from Rome in 1860. The tablet commemorating his residence and his daily walks there was unveiled by Beatrix Hawthorne, his granddaughter, and the principal address was given by Mr. Copeland, of Harvard. We remind our readers that to interest children in such commemorations is an excellent way to give life to the teaching of literature.

French for Beginners.

The *School Review* devotes the chief part of its June number to the subject of the teaching of French, and modern language teachers will find in its pages much to interest them. As a specimen of the matter we cite an account of the principles that a competent teacher will observe when he finds himself in charge of a class of thirty-five to forty beginners just entering the high school:—"For the first year, let his aim be the general development of his pupils along the lines of ultimate linguistic power. 'Bedenkt, ihr habet weiches Holz zu spalten' must be his watchword. Both as a proper foundation for future work, and to meet a crying need for every pupil in the class, general educational aims, rather than extensive knowledge of French, should be his object. These aims are: (1) promptness and accuracy of ear and eye; (2) flexibility and control of the vocal organs; (3) feeling for the logical structure and necessary connectedness of the sentence; (4) fundamental habits of agreement and word-order; (5) familiarity with common grammatical terms. As incidental to these ends, and as a means of obtaining them, a small vocabulary of common words and expressions should be thoroughly mastered, and a hundred pages, more or less, of the easiest French read in class."

A Note on Legislation.

A summary of the school legislation of various States is compiled annually for the Educational Department of the University of the State of New York. The most interesting enactments, as far as English readers are concerned, in 1903 relate to the usage that the community which does not maintain a high school must pay for its youth to attend one elsewhere. We quote the summary on this point. "Connecticut ordered that towns which support no high school should pay for the transportation of students to accredited schools, the State repaying one-half, and, further, that high schools in which non-resident students are instructed at the expense of the State must be approved by the State Board of Education. Maine provided for the payment of tuition, not to exceed 30 dols. a year for each pupil, by such towns, they being entitled to partial reimbursement by the State; New Hampshire limited

to 40 dols. the annual sum which a town may pay for students attending a high school outside its limits, and gave authority to contract with an approved academy within its limits for instruction; New York appropriated 100,000 dols. for the tuition of non-resident high-school pupils from districts not maintaining an academic department; Michigan empowered school districts to pay for tuition and transportation of pupils who have completed the eighth grade; South Dakota declared by law that academic students living in a district which supports no secondary school may attend such in a neighbouring district at the expense of the home district."

Of Universities.

It has often occurred to us that learning is as necessary for the constitution of an University as a State charter and an endowment; and we have marvelled that the Americans themselves do not tell us which of their University institutions possess all three qualifications. A royal decree issued in Holland lays down that the American degree of B.A. is only to be recognized if it emanate from California, the Catholic University of America, Chicago, Clark, Columbia, Cornell, Harvard, Johns Hopkins, Leland Stanford Jr., Michigan, Pennsylvania, Princeton, Wisconsin, or Yale.

On the Danger of College Friends.

According to a time-honoured theory, men frequently owe their prosperity in life to acquaintances formed at school or college. But a reference to one's contemporaries must be apt and discreet. "Id esse verum parva hæc fabella indicat"—a story will help to establish the truth of the proposition. An applicant for a minor educational post in a western State dwelt on the fact that at college he was a classmate of (we should say: "graduated at the same time as") a well known president of a college and a distinguished city superintendent. This set the authorities wondering why he had fallen so far to the rear of his comrades, and for safety they elected another candidate—"Which shows," says the American commentator, "that trying to ride into the gateway of success on another man's horse is sometimes rather ticklish business."

A Critic of the School.

A New York banker has startled the world with a declaration that vertical handwriting, being easy to imitate, is breeding a race of forgers. It were as just to say that the substitution of steel pens for goose-quills has checked the flight of the human imagination.

INDIA.

Primary Education.

Since we may have seemed to some unduly despondent as to the state of primary education in India, we quote here a few words from the Indian *Educational Review*:—"The condition of primary education in India may well cause despair in the hearts of statesmen. Its backwardness is lamented in the recent resolution of the Government of India on Indian educational policy, where we have this solemn confession recorded: 'On a general view of the whole question the Government of India cannot avoid the conclusion that primary education has hitherto received insufficient attention and an inadequate share of the public funds.' What aggravates the problem is that of late years the rate at which elementary education spreads amongst the masses has steadily diminished and ceased to keep pace with the needs of the population. Plague and famine are only partially responsible for this set-back, and the Government of India is forced to admit that 'the initial force of expansion is somewhat on the decline.'" Well informed opinion in India coincides then exactly with well informed opinion in England. But it is from England that the impulse to reform must come.

On the Death of Mr. Tata.

The death of Mr. Tata, whose munificent scheme for the endowment of research met with so doubtful a welcome from the Indian Government, will be generally lamented. The tribute of a compatriot may serve as the best obituary notice of the philanthropist:—"A less selfish soul has not lived in the country—a soul modest and unassuming, but throbbing at every pore to render lasting good to millions of his unlucky countrymen, mere hewers of wood and drawers of water. A more strenuous industrial life than his there was none in India. His sagacity, practical experience of the industrial world of which he had seen most minutely every part, and his stern patriotism had all combined to make him the greatest captain of industry in this country. Success attended every well thought-out undertaking of his, and India was keenly looking forward to him to achieve her greatest practical regeneration in arts and manufactures. But to her bitter sorrow and anguish the mind that so actively conceived, and the hand which so successfully plied the plough, have ceased to work. Mr. Tata is lost to her just when his need was the sorest. It is the cruellest blow which Fate has administered her and from which it is doubtful if she will soon recover. For Tatas are not born every day. One such is to be found in an age or a century. He flourished like the secular aloe of which the poet has sung. But his work will endure. Let us hope that, treading in his footsteps, another will rise and lead on India to the Promised Goal. For the present his place his void."

QUEENSLAND.

New Statistics.

The Education Report, just received from the colony, yields the following particulars:—In 1903 there was a net enrolment of 97,306 children, with an average daily attendance of 69,759. There were 1,023 schools open in the 669,520 square miles of territory: the teachers in the public schools numbered 2,378, and the total expenditure on primary education amounted to £277,060, an average cost of £3. 19s. 5d. per pupil. There are at present ten grammar schools in Queensland—six for boys and four for girls. Each grammar school is governed by a board of seven trustees, appointed by the Government, and of these four are nominated by the Governor in Council and the others by a majority of the subscribers to the funds. The trustees hold office for three years, and are eligible for re-election. They are empowered to make regulations for the filling of all vacancies that may occur in their number for the unexpired portion of the term of office, for the determination of fees to be paid by the scholars, for the salaries to be paid to the teachers, and generally for the management, good government, and discipline of the school. All such regulations are subject to the approval of the Governor in Council. Endowment at the rate of £1,000 per annum is paid by the State to each grammar school, making a total allowance of £10,000 annually to the grammar schools.

Wanted—a University.

More interesting than these figures, which, being tested, do not indicate any substantial progress, is the news that we have of a movement in the colony for the establishment of a University—a real teaching, and not merely an examining, body. We are pleased to observe that those who are concerning themselves for the project keep in mind that the preparation of teachers is one of the functions of such an institution. For secondary teachers the University should supply pedagogy at the same time as instruction in letters, and its resources should be used to supplement the training of elementary teachers as opportunity may serve. We do not, of course, mean that its activity should be confined to this field. Research is the highest privilege of the University, as examination is the lowest of its duties.

School Papers.

Children learning to read grow tired of the "reader," with its daily presentment of the same pictures and the same maxims. A school paper is found to be an excellent auxiliary to or substitute for such a book. Let us quote the remarks of a Queensland Committee on the subject:—"We deem it hardly necessary to defend the expediency of introducing a school paper, but may point out that such a paper, on the lines we recommend, has been already adopted in Victoria, South Australia, and West Australia. It would afford a ready means of bringing under the pupils' notice any matters of up-to-date and useful knowledge with which it might be considered that they should be acquainted, and it would prevent staleness in, and impart variety to, the reading matter. The printing could doubtless be done locally, presumably in the Government Printing Office, and it is expected that it would be readily purchased by the children, say at 2d. a copy, or a sum sufficient to meet the cost of production, thus obviating any serious expense to the State, while the pupil, supposing he bought, say, twelve monthly copies at 2d. each, would pay only 2s., or not more than is required for the purchase of a reading book which would probably not last more than a year. The Committee further recommend that selected portions of a work on civics should be published by instalments in the school paper, and in this connexion think it would be well for the Department to secure the copyright of the book on the subject, prepared by a Queenslander for Queenslanders, to which reference was made during the sittings of the Conference."

CEYLON.

Up to the present time no effective steps have been taken to provide elementary vernacular schools for the children of the Indian immigrants on tea and other plantations in Ceylon. The facts of the case, to which attention has repeatedly been called by Mr. A. G. Wise, himself formerly a tea-planter in Ceylon, are briefly as follows:—On only 43 estates out of 1,857 have schools so far been established, attended by 1,840 children, and maintained at the small cost to the Government of 6,935 rupees. There are half a million of coolies employed on the estates, and it is high time that proper steps were taken for the education of their children, numbering nearly 100,000. A "grant-in-aid" system exists; but, as it rests entirely with the planters themselves whether they shall, or shall not, apply for the grant, it is not to be wondered at that, with so many other calls on their attention, they, with few exceptions, have omitted to make the application. The time has come to draw attention to this discreditable state of things, and urge that the Local Authorities take the matter in hand without further delay, especially as the Tamil coolies (immigrants from Southern India) are a very deserving class, who have largely contributed by their industry to the prosperity of this important Crown Colony. It may be added that this matter of the education of the children of the Indian

labour forces has been dealt with in British Guiana, and legislation on somewhat similar lines might, it is thought, well be applied to Ceylon, making, of course, all due allowances for altered local circumstances. The East India Association recently presented a memorial to the Colonial Secretary on this subject, which was duly forwarded to Sir Henry Blake, the Governor of the Colony.

JAPAN.

We have before us a journal called the *Student*, made up of articles written in English, with Japanese notes and translations. It should prove as useful to the English student learning Japanese as to the Japanese student learning English. Among the contributors are Count Okuma and Kanzo Uchimura; the articles relate chiefly to international relations between England and Japan. We welcome the newcomer with all good will. The true cement and bond of friendship is mutual understanding—to be got only through the friend's speech.

REVIEWS AND MINOR NOTICES.

Report of the Board of Education, 1903-4.

As the Board of Education has increased its Report has decreased. When the Education Department was concerned only with primary schools it used to issue a goodly Blue-book of from six to eight hundred pages, besides a supplementary volume for the South Kensington Branch. Now we have for the tripartite division of elementary, secondary, and evening schools a pamphlet of just a hundred pages, including appendices. The second chapter, with which we are the most concerned, on secondary education, contains exactly three and a half pages. It would seem that in our Department, at least, the Government has prescribed the strictest economy. There is to be no published Register of Teachers, as ordained by the Act, because of the expense of printing, and the publications of the Special Inquiries Branch, ignored under "expenditure," are reduced to a solitary appendix.

This preliminary grumble might suggest that the Report was of the nature of remainder biscuits. Nothing could be further from the fact, and our difficulty is how to pick and choose among the records of new departures or increased activities, each of which might furnish material for an article.

By the time that this paragraph is in our readers' hands, the Act of 1902 will have come into operation throughout England and Wales, with the result that, in the place of 800 School Attendance Committees and 2,500 School Boards, there will be 328 Local Authorities responsible for the organization of elementary education. This has entailed the appointment of foundation managers for voluntary schools, and the Board may justly boast of the "very heavy and in many cases difficult work" that it has accomplished in providing a body of managers ready to act on the appointed day. It has issued in all 10,306 Interim Orders under Section 11 (5) of the Act.

As to the Welsh difficulty a discreet reticence is observed. An inquiry, we are told, was held with a view of proceedings by *mandamus* against a certain County Council (not named), but the Local Authority Default Act will enable the Board to deal summarily with individual cases of hardship. Is not the Board boasting before it has taken off its armour?

The number of new schools and enlargements of schools sanctioned during the year amounts to 184, providing accommodation for 80,000 children. Five-sixths of them are county schools. On the new course of physical training intended eventually to supersede the model course of 1902 some judicious remarks may be quoted:

> The exercises embodied in the syllabus have been selected on the ground of their suitability for children of school age, and because they require no special provision of apparatus—which is often impossible in the circumstances of the schools under consideration. All exercises likely to prove injurious to children of weak physique have been excluded, and nothing which was purely ornamental in character has been retained. Emphasis is rightly laid upon the twofold aim of physical exercises—on the one hand, the improvement of health and physique; and, on the other, the development of alertness, decision, concentration, and perfect control of the mind over the body.

In recording the increased grants for pupil-teachers, the Report states:—

> The Board are of opinion that pupil-teachers will—and, indeed, should—continue to be an important part in the educational system of the country; but, on the other hand, it is equally important that their instruction should be more serious and thorough and their education deepened, and that some fresh blood should be introduced when possible into the pupil-teacher system by the drawing of candidates from secondary schools, and by the utilization of secondary schools to the fullest extent possible for the purposes of their training

To pass to secondary education. There were, in 1903, 31,000 scholars receiving grants in schools under Division A, and 10,000 in schools under Division B. The grants paid amounted respectively to £130,000 and £26,000, equivalent to an average payment of £14. 19s. and £2. 13s. per scholar. The new regulations of the Board have gone a great way towards abolishing this invidious differentiation in favour of a scientific, as opposed to a liberal, education—which, as is pointed out, was a survival of the iron age of South Kensington. For the future, in all schools alike, the curriculum must include "English subjects" and ancient or modern languages, in addition to mathematics and science.

The number of secondary schools inspected by the Board in 1903 was 135, as against 95 in the previous year. Of these, 33 were private schools. A list of these schools would have been of public interest, and we do not see why it was withheld. Of the informal inspection of schools for recognition in view of the registration of teachers there is not a word in the Report. We may accept the reasons alleged elsewhere by the Board as a justification for not publishing an official list of such schools, but there is no reason why it should not have furnished a plain statement of the number and character of the schools recognized and an account of the grounds on which recognition has been granted or refused.

The Report of the Teachers' Registration Council is boiled down to seventeen lines. It proceeds *per enumerationem simplicem*, and not a hint is vouchsafed as to the mind and intentions of the Board, or how they propose to solve the crucial questions that the Council laid before them in February.

The Report of the Consultative Committee is equally matter-of-fact and unsuggestive. One paragraph, however, must be quoted. In reference to the memorial from the University of Wales, urging the abolition of the distinction between Columns A and B we read:

> The Committee realized the difficulties of the subject, but they did not feel that it was at present desirable to make any change, in view of, among other considerations, the want of unanimity of the teaching profession with regard to it.

Let us hope that unanimity of the teaching profession will not be considered a preliminary condition to the institution of the Committee's School Certificates, or they will wait till the Greek Calends.

We will give, in conclusion, one touch of humour:

> The Committee advised the Board that the subjects of shorthand, dairy work, and horticulture be not for the present approved for supplemental registers.

Conduction of Electricity through Gases. By J. J. THOMSON. (Price 16s. net. Cambridge University Press.)

The title of the book will not convey to most people any adequate description of its contents, although the student who has kept himself conversant with the results of recent research in electricity will readily admit the relevance of the title to the subject-matter. The beautiful phenomena exhibited by the passage of the electric discharge through so-called vacuum tubes have for very many years provided exhibitors of scientific experiments at social functions with a never failing source of interest; but until recently the actual conditions existing in the gas contained in the tubes whilst under the influence of the electric current had not been satisfactorily investigated.

When Sir William Crookes, in 1879, first showed the wonderful effects obtained by using tubes in which the pressure of the contained gas had been reduced to a value very much less than that existing in the ordinary "vacuum" tubes, scientific interest in these matters was once more aroused. He believed that the peculiar discharge which proceeded from the negative electrodes in such extremely high vacua consisted of streams of minute particles of electrified matter, and to them he assigned the name of "radiant matter," or "matter in a fourth state." This implies that the properties of the gas concerned in carrying the discharge differ as much from those of a gas at ordinary pressures as do the properties of gases, liquids, and solids from

each other. These streams of "radiant matter" are now known as "cathode rays."

A culminating point was reached when Prof. Röntgen announced his discovery that invisible rays proceeded from these Crookes tubes which were capable of traversing many substances opaque to light, and that these invisible rays possessed the power of affecting photographic plates and of rendering certain crystals highly phosphorescent. This discovery, which in itself would probably not have received much public attention, attracted universal notice because flesh happens to be more transparent to these rays than bone is, and thus it became possible to obtain shadow pictures of the bones of living animals by placing the subject between a Crookes tube and a suitable phosphorescent screen. A new era in electrical investigation had now fairly begun, and on all sides able physicists were devoting themselves to the elucidation of the phenomena attendant upon the passage of electricity through matter in the gaseous state. Foremost in this country, Prof. Thomson and his pupils in the Cavendish Laboratory at Cambridge, were, and still are, building up a mass of exact knowledge bearing upon the subject, and the volume under consideration is largely the outcome of their investigations. It is, however, much more than a mere record of experiment, for in it Prof. Thomson develops the theory that the passage of electricity through a gas is due to the motion, under electric forces, of certain small charged particles called ions, and undoubtedly he makes out a very strong case in favour of this hypothesis. Now, gases under ordinary circumstances do not appreciably conduct electricity; but it has long been known that several different agencies may cause an electrified body which is in contact with air to lose its charge more or less rapidly; thus, incandescent solids may render the air in contact with them electrically conducting; the gases escaping from flames retain the property of electrical conductivity for a considerable time, and light—particularly ultra-violet light—falling upon certain solids causes the gas in contact with them to become conducting.

Within the last few years the discovery of the Röntgen or x rays added still another active agent to the list already known, and in 1896 Becquerel was the first to notice the extraordinary property possessed by any compound of uranium of causing the air in its vicinity to conduct electricity. Two years later Schmidt found that thorium compounds acted in a very similar manner, and shortly afterwards the Curies and M. Bemont discovered radium. It will be perceived that the study of the very diverse means of producing conductivity in gases must throw much light upon other problems, in particular upon the mystery surrounding such bodies as uranium, thorium, and radium. Prof. Thomson has accomplished a great task in co-ordinating the bewildering multitude of facts bearing upon these phenomena, and in linking them into so strong a chain of evidence in favour of the ionization theory of conduction. He applies the theory to the elucidation of the facts of spark discharge, the peculiar behaviour of the electric arc, and also explains the cause of striæ in ordinary vacuum tubes. Not the least important part of the theory is the necessity of assuming the existence of minute portions of matter which are much smaller than the chemist's atoms, having, indeed, about one-thousandth of the mass of an atom of hydrogen. These "corpuscles," moving with great velocity, constitute the cathode rays of the Crookes tubes, and also exist in the radiation from radium. Their mass, velocity, and electric charge have all been measured, and the experimental methods employed are marvels of ingenious adaptation of well known physical principles.

Enough has been said to emphasize the importance of this book, which marks the beginning of a new era in electrical and chemical investigation, and no advanced student of physical science can afford to leave the volume unread.

Although for a complete understanding a good knowledge of mathematics is necessary, yet the gist of the book may be obtained by any fairly advanced student who is familiar with physical operations.

An Elementary Class-book of General Geography. By HUGH ROBERT MILL, D.Sc., LL.D., &c. (7¼ × 5 in., pp. xiv, 312; price 3s. 6d. Macmillan.)

It was in 1889 that this book first saw the light. Since then it has been reprinted five times; and this, the last, edition (April, 1904) has been largely rewritten and revised. It is up to date and is recognized as an excellent book of its kind. It will not be necessary to review it at any great length. We would, however, remind our readers that the topography is mainly that of Sydow-Wagner's "Methodische Schul-Atlas," especial prominence being given to the permanent features; the extent and boundaries of countries, though definitely given being presented as merely temporary conditions. For the rest, all books of authority dealing with the subject have been consulted. The space devoted to the United Kingdom is very brief, because the subject is separately dealt with in another volume of the series. Other countries are described in a number of pages proportional to their area or to the density of their population. The former consideration gives a much larger space to Brazil, the United States, Russia, and China than is usual; and the latter gives a detailed account of Belgium and Holland very much out of proportion to their area. Chapters ii. and iii. are devoted to physical geography and to the distribution of living creatures, and are excellently written. This said, the ordinary student will have no difficulty and no disappointment in using the book. Its illustrations are few, but are very much to the point, and the descriptions of landscapes and scenes are well fitted to stimulate the imagination. Plants and animals are fittingly dealt with; and so are physical features, climate, and all that is necessary to form a primary picture of the various localities. In fact, Mr. Mill has given us a book admirably thought out and admirably written.

The History of Ancient Education. An Account of the Course of Educational Opinion and Practice from the Earliest Periods of which we have reliable Records to the Revival of Learning. By SAMUEL G. WILLIAMS. (Syracuse, U.S.A.: C. W. Bardeen).

This book consists of 272 pages of which 30 are taken up with an introduction. As a matter of fact, though the title-page promises an account of education up to the Revival of Learning, this volume ends with the history of Roman education. The book is written in an interesting "live" style. It is adorned with illustrations of heads of famous men such as Confucius and Dr. Murray (formerly connected with the Japanese Ministry of Education); India is represented by an illustration of Dr. Andrew Bell and one (without very good reason) of Joseph Lancaster; the account of Persia has an illustration of Zoroaster and of Georg Ebers; Greece of Plato, Aristotle, &c.; Rome of Galen, Cicero, &c.; together with a portrait of Froebel. An account of Plutarch serves to introduce a portrait of Montaigne. Dr. Williams observes in his preface that it is believed that this book "will meet with the same favour so generously accorded to his 'History of Modern Education.'" With regard to "the contributions made by the ancient world to the theory and practice of education," Dr. Williams concludes his book by saying "they are obviously neither few nor of inferior worth."

Studies in Saintship. Translated from the French of ERNEST HELLO, with an Introduction, by VIRGINIA M. CRAWFORD. (Methuen.)

The "studies" here presented to the English reader in a graceful translation embody some representative work of a French man of letters who is little known outside his own country, but who has exercised a considerable influence in modern French literary circles. Hello's life (1828–1885), literary career, antecedents, and work are sympathetically described and estimated by his editor in an introduction which is, perhaps, the most valuable feature of this little volume. He is described as "a thinker of such keenness of vision, a writer of such purity of diction, that, at his best, he may be read with delight even by those who do not share his intellectual and religious convictions. . . . Huysmans has borrowed much, Maeterlinck has learnt much, from him. Hello's greatness lies in his single-mindedness, his searching penetrative logic, the fineness of his spiritual perceptions. His weakness lies in his incapacity—most characteristically French—for seeing any point of view save his own, for crediting his adversaries with any honesty of purpose, for extending to their failings any Christian charity. As a personality, he is original almost to eccentricity; a life-long sufferer from ill-health, yet a ceaseless worker, an eager participator in the intellectual life of his day, a brilliant talker." The sketches set forth in the present volume deal with the careers of sixteen saints from Chrysostom and Augustine to Margaret Mary Alacoque. Though for the most part extremely slight and altogether uncritical, they are full of vivid characterization and human interest; and their literary charm, even in the disguise of a translation, is unfailing. They deserve to be read (if for nothing else) as a characteristic specimen

of the literary reaction in favour of Catholicism which has asserted itself so emphatically among the men of letters of modern France. In marked antithesis to Renan, Hello (also a Breton by birth) exhibits the devotional and spiritual fervour of the true Breton temperament.

(1) *The Story of Arithmetic.* By SUSAN CUNNINGTON. (Price 3s. 6d. Sonnenschein). (2) "University Tutorial Series." — *Worked Problems in Higher Arithmetic.* By W. P. WORKMAN, M.A., B.Sc., and R. H. CHOPE, B.A. (Clive.)

(1) Though it has become more or less a custom to insert historical notes in mathematical text-books, there is ample room—and there will, we are sure, be found a ready welcome—for the work before us. Written in an easy, popular manner, with frequent references to the standard histories, we have here gathered into one volume the portions of those histories that relate to the one branch of arithmetic. We are introduced to the early gropings in search of a system of notation, the history of our numerical symbols, the origin of our different units of measures and weights, and the development of arithmetic from ancient, through mediæval, to modern times. A useful feature of the book is the series of diagrams representing, for example, the history of the Arabic numerical symbols, the variations in the form of the symbol 5, and the development of the notation of decimal fractions. As a wider knowledge of the story of arithmetic cannot fail to add to the interest of our teaching, we commend this book to the careful attention of our readers.

(2) Most of the problems which figure in this book are taken from Mr. Workman's "Tutorial Arithmetic"; and their solutions, as the authors remark, lead the student into byways which lie beyond the limits of the ordinary text-book. Candidates for Civil Service examinations, who are forced to traverse these byways, will find this book a useful guide; and other readers will meet here and there with problems that are worthy of their time and thought.

(1) *Logarithms for Beginners.* By C. N. PICKWORTH. (Whittaker.) (2) *Five-Figure Tables of Mathematical Functions.* By J. B. DALE, M.A. (Price 3s. 6d. E. Arnold.)

(1) A detailed explanation, extending over more than forty pages, of the theory and practice of logarithms. Useful perhaps in the hands of a solitary student, it seems to us that a more pithy account is to be desired for those who work with a teacher. Diffuseness in such a case rather tends to obscure what is after all a simple subject.

(2) This is a very useful collection of mathematical tables. It omits some that are used only in navigation. On the other hand, it includes many that are frequently required in calculations in physics and applied mathematics. In addition to the usual tables of logarithms, trigonometrical functions, &c., we find others on Bernoulli's numbers, exponential functions, hyperbolic sines and cosines, elliptic functions, gamma functions, zonal surface harmonics, Bessel's functions, &c. The large pages, clear type, and judicious setting should help to lessen the very common source of error in copying figures from a confused page.

Essentials of Algebra for Secondary Schools. By WEBSTER WELLS, B.Sc. (Price 4s. 6d. Heath.)

In many respects the "Essentials of Algebra" resembles Mr. Charles Smith's well known "Elementary Algebra." It covers nearly the same ground, the early bookwork is simplified but not neglected, some of the proofs (especially those in the chapter on fractions) are practically identical, it is marked by the same sound and lucid treatment. The introduction ought to prove interesting to beginners. Easy problems appear on the second page and lead up to the solution of equations. The definitions and examples on substitution are thus postponed, and some of the uses of algebra become apparent at the outset.

(1) *Plane Trigonometry.* By J. M. TAYLOR, A.M., LL.D. (Price 3s. 6d. Ginn.) (2) *Beginner's Trigonometry.* By M. S. DAVID, B.A. (Price 2s. Black.)

For a beginner who does not wish to know more than the first elements of trigonometry, either of these books would prove a good introduction. In several respects they are similar, such as in the early graphical construction of a table of trigonometrical functions, the solution of easy practical problems, and the postponement of unessential details. These are all improvements. Mr. David also omits the ratios of the old standard angles of 30, 45, and 60 degrees. In the solution of triangles he has availed himself of Prof. Bryan's note recently published in the *Mathematical Gazette*, by means of which he avoids the use of methods depending on the formulæ of compound angles.

Elementary Mensuration. By G. T. CHIVERS. (Price 5s. Longmans.)

This is one of the best books on elementary mensuration that we have seen. There may not be much novelty either in matter or in arrangement, but there is an absence of diffuseness and of the tendency to make things too easy, which are somewhat common in text-books on this subject. On the other hand, while all proofs not involving a knowledge of more than algebra or trigonometry are succinctly given, the detail and complexity of more advanced works are avoided. The printing and illustrations are excellent, and the examples (more than half of which are original) are interesting and well arranged.

Cassell's Cyclopædia of Mechanics. Edited by PAUL N. HASLUCK. (Price 7s. 6d. Cassell.)

This bulky volume is a compendium of recipes, processes, and memoranda for workshop use, and will certainly be a welcome addition to the library of the amateur in wood and metal work. The index, which in such a book is all-important, is unusually complete, and contains some nine thousand items. The text is rendered more valuable by the very numerous and excellent illustrations.

A Treatise on Hydromechanics. Part I.: *Hydrostatics.* By W. H. BESANT, Sc.D., F.R.S., and A. S. RAMSEY, M.A. Sixth Edition. (Bell & Sons.)

To Cambridge men this is a familiar book, though somewhat different in appearance from the older editions. To any one acquainted with the calculus it forms a very useful introduction to higher Natural Philosophy. The diagrams are not elaborate, by any means, but are probably enough for the purpose. The chapters on "Equilibrium of Floating Bodies" strike us as being particularly good; and many useful additions have been made. The collection of problems throughout the book is valuable and comprehensive, and will illustrate the best questions of the Cambridge type. We are inclined to think that more might have been made of the theory of revolving gravitating liquid.

A Manual of Inorganic Chemistry. By DUPRÉ and HAKE. Third Edition. (Pp. 391. Griffin.)

This is a re-issue, revised and partly rewritten, of the well known manual by Drs. Dupré and Hake. The first third of the book deals with general principles, physical and chemical, and the remainder of the volume is devoted to the descriptive chemistry of the elements and their most important inorganic compounds. The order of treatment is that demanded by the Periodic Law. Whilst recognizing that, as a whole, the book is good and reliable, yet it would not have been difficult to make it of considerably greater value to the modern student by giving more space to such extremely important matters as the theory of solution and electrolytic dissociation, thermo-chemistry, liquefaction of gases, and spectrum analysis. Thus, the student who is anxious to obtain some information about "ions" will not even find the word in the index, but he may possibly discover, on page 56, about a dozen discouraging lines which apparently constitute everything this book has to offer on the subject. As may be expected, the treatment of electrolysis is corespondingly incomplete. The paragraphs dealing with thermo-chemistry would be rendered much more intelligible to a beginner by the addition of a few well chosen instances, with descriptions of the experimental methods by which the results are obtained. There is a strange lack of figures throughout; surely the discussion of the periodic classification of the elements is incomplete without a diagram. Among minor details it may be noted that the melting point of antimony is not 432° C., as given here and in many other text-books, but is about 200° higher. The expressions "vapour tension" and "tension of a gas" commonly occur in the book: the word "pressure" should be substituted for "tension."

Electrical Engineering Measuring Instruments. By G. D. ASPINALL PARR. (Price 9s. net. Blackie.)

Without instruments to measure current, difference of potential, electrical power, and energy, it is not too much to say that the electrical engineer would find the way to further progress absolutely barred. The number of instruments which are suited for such purposes is very large, and the object of this book is to describe only those which are in general use, to the exclusion of obsolete forms, even though the latter may be of great interest from the theoretical or historical point of view. Every measuring instrument has its limitations, and the author has placed before his readers the advantages and disadvantages of each type carefully and impartially. The diagrams, which number nearly four hundred, are excellent in every particular, and each is clearly and accurately explained. No account is given of the Duddell Oscillograph, which, although it is perhaps hardly a measuring instrument, is of great interest in alternate current working. All students of electricity, technical or otherwise, will find much in this book worthy of their attention, for it deals with a department of the subject which is but inadequately represented in the ordinary text-books.

The Folk and their Word Lore. By A. SMYTHE PALMER, D.D. (Routledge.)

This essay on popular etymologies reproduces in a more readable shape the results of Dr. Palmer's well known "Dictionary of Verbal Corruptions," with the addition of many new and curious derivations. It contains a vast amount of curious and out-of-the-way erudition, and is a delightful book to turn to at odd moments. There is not, indeed, the literary charm of Trench's "Words" or Darmesteter's "La Vie des Mots"; but the field covered is wider than in either of these works, and Trench belongs to the prescientific age of philology. We offer a few *addenda et corrigenda.* Under "buck-wheat" the French *sarrasin* supplies a remarkable parallel to the German *Heide-korn.* Under "balm-cricket" we may add chapter and verse for the corruption.

Tennyson took it from the notes to Bland's edition of Theocritus, where τέττιγξ is interpreted "baum-grille; *Anglice*, balm-cricket." The paragraphs on "back-formations" are among the most interesting in the volume; but Milton's "smooth-rind" is a doubtful instance, and "lift," "roast," "ballast" are simply cases of the dropped *-ed*. We doubt, too, whether "darkle" has been formed from the adverb "darkling"; it seems more probably an original formation on the analogy of "sparkle."

Premier Cours de Grammaire Française. Par PAUL BARBIER et THOMAS KEEN. (Price 1s. 6d. Nutt.)

Yet another French grammar written in French, *d'après la méthode directe*. It is simple and unencumbered with rare exceptions; otherwise it pursues the old order and presents no novelty. The first chapter, with its very perfunctory rules of pronunciation, seems a superfluity for "pupils who have already completed a sufficient course of French on the direct method to enable them to speak the language with some fluency." Half the book is taken up with the conjugation of verbs. The old nomenclature and the old rules for formation of tenses is retained, and much space is wasted in conjugating tenses in full.

(1) *Tennyson's A Dream of Fair Women, &c.* With Introduction and Notes by F. J. ROWE, M.A., and W. T. WEBB, M.A. (2) *Tennyson's The Cup.* With Introduction and Notes by H. B. COTTERILL, M.A. (3) *Palgrave's Golden Treasury of Songs and Lyrics.* (First Series.) Book I. Edited, with Notes, by J. H. FOWLER. (Each 6¾ × 4¾ in.: (1) pp. xlix, 152, price 3s. 6d.; (2) pp. xxxvii, 48, price 2s. 6d.; (3) pp. xvi, 142, price 2s. 6d. Macmillan.)

(1) This is not, strictly speaking, a new volume, but rather a selection from former volumes by the same authors. It includes, besides "A Dream of Fair Women," "The Lotus-Eaters," "Ulysses," "Ode on the Death of the Duke of Wellington," "The Revenge," and "The Coming" and "The Passing of Arthur." The general introduction and the introduction to "The Idylls of the King" are, however, we believe, new: in any case, they are good and acceptable, well written, and scholarly. The notes are moderate in length, well informed, and very much to the point.

(2) In this case also both the introduction and the notes are highly satisfactory, the latter dealing mainly with the explanation of classical terms and allusions. In the introduction, however, it was hardly necessary to give us an account of Tennyson's life and writings. The remarks on "The Cup" would have been quite sufficient.

(3) We have already noticed, with high approval, the editions of the three other books of "The Golden Treasury of Songs and Lyrics" (First Series). The publication of Book I.—the Elizabethan period—completes the set. Together they form a most delightful course of study in English poetry; while the volume before us is richer than any of the others in its contents and quite equal to them in its careful and scholarly editing. Mr. Fowler knows exactly what to say and when to cease from saying. The incidental notes on metre in connexion with each poem, and the supplementary notes on the same in the appendix, are brief and helpful, and in every respect the editor has shown a wise discretion. It would be difficult to find a little book more charming in every way, including clear print and a pretty binding.

"The Oxford and Cambridge Edition."—*Hamlet.* With Introduction and Notes for Students and Preparation for the Examinations. By STANLEY WOOD, M.A., and Rev. F. MARSHALL, M.A. (7¼ × 4¾ in., pp. xlviii, 209; price 1s. 6d. Gill & Sons.)

The introduction to this edition consists of a short life of Shakespeare and a long account of the characters of the play—the latter being very well done. An editorial note says that the study of this portion of the book may be deferred until a general knowledge of the play has been acquired—a very wise precaution. The remainder of the introduction deals with anachronisms, date, source of plot, &c. Marginal notes and a few foot-notes are supplied to the text. At the end a few brief *additional notes* are added, and a good deal of information about versification, English of Shakespeare, grammar, allusions, quotations from other plays illustrative of words used in an unusual way, glossary, and, lastly, examination papers. The editors seem determined that nothing shall escape their net; and, indeed, much of this is well done. But the slur of examination is over it all. Still, for those who read the play for examination purposes—and their name is legion—this edition is very complete, and will be found very helpful.

"Dent's Temple Series of English Texts."—*Spenser's Faery Queene, Book I.*, with Introduction, Notes, and Glossary. By Prof. W. H. HUDSON. (6½ × 4½ in., pp. xxvii, 299; price 2s. Dent.)

Prof. Hudson provides us with a brief life of Spenser, with brief sections on the allegory of the poem and its language and versification; and at the end he gives us some very short notes and a glossary. The edition is plainly meant for the "general reader" rather than for schools. But it is good of its kind, and will be found provided with everything the "general reader" really requires. It is well printed and neatly bound, and slips comfortably into the pocket, which is probably what it is meant to do.

Notes to Palgrave's Golden Treasury of Songs and Lyrics. Books I. to IV. (Price 2s. 6d. Macmillan.)

It was a capital idea to publish the "Golden Treasury" with notes by Mr. Fowler and Mr. Bell; and a still better idea to publish the notes separately. We have already noticed the published booklets with words of praise; we now welcome the separate publication—though we miss the brief introduction to each book.

"Blackwoods' School Shakespeare."—*Twelfth Night.* With Introduction, Notes, and Glossary. By FANNY JOHNSON. (7 × 4¾ in., pp. xxxvi, 157; price 1s. Blackwood.)

After the story of the play—told for some reason not apparent to the ordinary observer—comes the introduction—a good piece of work—dealing with the style and date, editions, sources and construction, actors as Malvolio, and the moral of the play, which last is taken to be the value of constancy in love and the mistake of self-love. At the end we have the usual notes and a glossary. But the aim of the editor is to interpret the play without indulging in elaborate literary criticism, or trespassing on the domains of pure philology. The play, in fact, is to be studied for the sake of the story. Parallel passages from other plays or authors are avoided as not likely to be interesting to boys. With this aim few will be found to cavil, and everything is done to make it successful.

"Standard English Classics."—*The Essays of Charles Lamb.* Selected and Edited, with Introduction and Notes, by GEORGE ARMSTRONG WAUCHOPE, M.A. (6¾ × 4½ in., pp. xxxvi, 413; price 2s. 6d. Ginn.)

The introduction consists in the main of two good essays on Lamb's personality and influence, and on the style and matter of the essays. At the end there are a batch of good notes and an index. No two persons would make the same selection, but this undoubtedly is a good one, and is well edited. The essays themselves are divided into three parts—Essays of Elia, Last Essays of Elia, and Critical Essays—which last contain Lamb's views on Shakespeare and other Elizabethan dramatists, on Hogarth and on George Wither, with his well known exaggerations. The edition is a good one.

"The University Tutorial Series."—*Chaucer: Canterbury Tales. The Prologue and Squire's Tale.* Edited by A. J. WYATT, M.A. (7 × 4¾ in., pp. 182; price 2s. 6d. Clive.)

The book is arranged as follows:—Chaucer's Life, the Canterbury Tales, "Prologue," "Squire's Tale," and Language and Metre—all well done. Then comes the "Prologue" and Notes and Glossary; then the "Squire's Tale" and Notes and Glossary. Finally we are given a specimen of an analysis of the description of the pilgrims of the "Prologue," under such headings as "Mounts," "Weapons," "Clothing," &c., which the student may finish for himself. The edition depends for much on Prof. Skeat, and is intended for the use of schools; but it is none the worse on that account. The notes and the glossary are in each case well and carefully written; and the introduction tells us all else that we need to know. The edition is a good one.

Kenilworth. By Sir WALTER SCOTT. Edited by WM. KEITH LEASK, M.A. (7¼ × 4¾ in., pp. xv, 444; price 1s. 6d. Blackie.)

The editor has added to Scott's own introduction and notes an introduction and a set of notes of his own—both very brief. The text of the novel is well printed. The volume forms a capital contribution to the study of Scott's novels.

"Bell's Reading Books"—*Woodstock.* By Sir WALTER SCOTT. Abridged for the use of Schools. With Illustrations by M. CRABTREE. (7¼ × 4¾ in., pp. 207; price 1s. G. Bell & Sons.)

The only variation from the authorized edition consists in the omission of a certain amount of the text, and the division of what is retained into shorter chapters. The abridging seems to be well done; and the whole forms a capital reading book for middle and higher forms of schools.

"Blackie's English School Texts."—Edited by W. H. D. ROUSE. (1) *Defoe's Journal of the Plague.* (2) *Richard Hawkins, Voyage into the South Seas.* (3) *Washington Irving, Companions of Columbus.* (4) *Dickens, A Christmas Carol.* (Price 8d. each.)

The titles of these volumes are sufficient commendation. For junior forms—pupils of twelve or thirteen—there could not be better reading books. The editor's work is confined to a judicious abridgment of the first two volumes and brief introductions. There is not a single note; for which relief much thanks. It only remains to state that the paper is good and the print clear.

The Heroes. By CHARLES KINGSLEY. Edited, with Notes and Illustrations, by ERNEST GARDNER. (Price 2s. Cambridge University Press.)

We should have noticed before this pretty edition, illustrated by paintings from Greek vases. In particular, we would recommend it to the attention of French and German teachers as a first English reader. Niebuhr's "Heroengeschichte" is, or was, a favourite in English schools, and Kingsley is superior to Niebuhr as a story-teller, and his language is nearly as simple.

"British History in Periods."—*Book IV. : From the Roman Invasion to the Accession of Henry VII.* (Price 1s. 4d.) *Book V. : From Henry VII. to the Battle of Waterloo.* (Price 1s. 6d.) (Blackie.)

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"Chambers's New Scheme Readers—on the Concentric Plan."—*Advanced History of England.* (Price 1s. 6d. W. & R. Chambers.)

This volume is profusely illustrated with sketch maps and pictures. It is intended to be used by higher-class elementary schools, and introduces an interesting account of the social as well as the political history of the country.

A Junior History of England from the Earliest Times to the Death of Queen Victoria. By CHARLES and MARY OMAN. With Maps. (Price 2s. Arnold.)

This little book is produced in compliance with a desire to have a short outline of the history of England to correspond with the larger book in use in schools. Nothing essential has been omitted. The last three hundred years has been treated at somewhat greater length than the rest of the book.

Shakespeare, The Merchant of Venice. Oxford and Cambridge Edition, with Introduction and Notes for Students and Preparation for the Examinations. By STANLEY WOOD, M.A., and Rev. F. MARSHALL. (Price 1s. 6d. Gill.)

The special features of this edition are a life of Shakespeare, a literary introduction, marginal and foot notes, additional notes for senior students, a Shakespearian grammar, classical names and glossary, with copies of examination papers at the end. In the character sketch of Portia we would suggest that Rosalind would be a better comparison than Ophelia, and in the notes that "vasty" is hardly interchangeable with "desolate." The print is good and the information full.

The Story of the "Britannia," the Training Ship for Naval Cadets. By Commander E. P. STATHAM, R.N. (8½ × 5¾ in., pp. xii, 274, illustrated; price 12s. 6d. Cassell.)

The title-page adds: "With some account of previous methods of naval education, and of the New Scheme of 1903." This refers to the contents of the first three chapters; after which follows the "Britannia" in the sixties, the seventies, the eighties, and the nineties. Then comes a good chapter on "Britannia" games, and then "conclusion"; and there are added six appendices of various rules and regulations, &c., and an index. The addition of the first three chapters is a good idea, as it takes the story back a good many years—though even then it remains incomplete. Still, the book as it stands gives us an excellent account of the naval education of officers for nearly fifty years. By including several of the best "yarns" Captain Statham has added much to the liveliness of his book, which otherwise is not lacking in interest. Nevertheless, the price seems to us somewhat too high—even though there is not likely to be any great demand outside the Navy. It is a mistake to place so bright an account of things gone by beyond the reach of an ordinary officer's pocket.

"The Warwick Shakespeare."—*The First Part of Henry IV.* Edited by FREDERIC W. MOORMAN, B.A., Ph.D. (7 × 4¾ in., pp. xxxviii, 178; price 1s. 6d. Blackie.)

We have in the above book another excellent addition to an excellent series. Mr. Moorman is Lecturer in English at Yorkshire College, Leeds. He is well acquainted with the needs of scholars, and, though perhaps his notes are a little unduly full, and some of them too long, he has said all that needs be said about the play—and has said it well. His introduction, moreover, is well written, and deals with such matters as the literary history and date of the play, the sources of the incidents, the plot and general characteristics, and the characters—amongst which last what is said about the Prince and about Falstaff seems to us specially to the point. The volume is supplied with a glossary and indexes of subjects and words, and with an appendix dealing with the metrical characteristics of the play—based mainly on the prosody added to Prof. Herford's edition of "Richard II." in the same series. On the whole, the work is well done and the result highly satisfactory.

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The Adventures of Huon of Bordeaux. By BEATRICE CLAY, B.A. Illustrated. (Price 1s. 6d. Horace Marshall & Son.)

Miss Clay—who is Head Mistress of the Queen's School, Chester—has given us an excellent epitome of the old story of Huon of Bordeaux, which every boy and girl will like to read. She has very cleverly managed to reduce the narrative to manageable size, and has adorned the text with plentiful and somewhat quaint illustrations. We recommend the small book very heartily.

"The Globe Geography Readers, Senior."—*Our World-wide Empire.* By VINCENT T. MURCHÉ, F.R.G.S. (7 × 4¾ in., pp. 392, illustrated; price 2s. 6d. Macmillan.)

Mr. Murché has given us an excellent reader in "Our World-wide Empire." The illustrations, many of which are in colour, are numerous and good; the letterpress is well written and interesting; and the reader is conducted over our large estate in a reasonable and easy manner. In fact, no English boy who reads the book can fail to become a better citizen of the Empire to which he has the privilege to belong.

DR. RIDDING.

DR. RIDDING has passed away at a ripe old age, having played in his time many parts, and played them all with honour and credit, if without marked distinction. It is a sign of the times that Dr. Percival is the only head-master bishop left on the Bench.

George Ridding was born at Winchester in 1828, the third son of the Rev. Charles Ridding, Vicar of Andover, and a former *hostiarius*. He was a Winchester Scholar, a Scholar of Balliol College, and Craven University Scholar. He graduated in 1831 in double Honours, a First in *Literæ Humaniores*, and a Second in Mathematics. The same year he was elected Fellow of Exeter College, and was Tutor of his College for ten years. In 1863 he was appointed second master at Winchester, and four years later he succeeded to the Head Mastership, on the retirement of Dr. Moberly, his father-in-law. His second wife was the sister of a Winchester pupil, the present Earl of Selborne. After a Head Mastership of sixteen years—two more than the space allotted to head masters by Dr. Arnold—he was appointed by Mr. Gladstone the first Bishop of Southwell. Churchmen of all parties have borne witness to his wise and vigorous administration of the new diocese.

Under Ridding's rule Winchester grew and prospered. He came at a turning point in the history of the college, just when it was passing under the new scheme as provided by the Public Schools Act of 1868. Public schools are of all bodies the most conservative, and it needed a rare combination of business capacity, firmness, and tact to carry out such a revolutionary measure as the transference of "new commoners" to boarding houses. We must add the equally rare quality of disinterestedness; for by the change Dr. Ridding is said to have sacrificed an income of £3,000.

In matters of discipline and studies Dr. Ridding was a Liberal-Conservative. Thus, he welcomed the throwing open of entrance scholarships, but was blind to the evils of precocious competition. It was he who provoked the epigram: "You head masters, who are always fishing for clever boys, poison the water to bring the fish to the top." Again, though he welcomed the examinations of the Joint Board, it was he who opposed the inspection of schools, on the ground that he himself had never felt any need of inspection. There is no need to recall the famous controversy on "tunding," or another controversy, carried on in these columns, between Dr. Ridding on the one side, and Mr. Quick, Dr. James Ward, and Mr. Oscar Browning on the other, concerning the training of teachers. It is chronicled in the "Life" of Quick, and has only an historical interest. Ridding was a head master of the *ancien régime*, of the generation of Vaughan and Temple and Bradley; but among the *epigonoi*, the Head Masters of the Register and the Association, "quando ullum invenies parem?"

INCORPORATED ASSOCIATION OF ASSISTANT MASTERS.

[*The Executive Committee of the Council of the Assistant Masters' Association, in accordance with a resolution passed on December* 8, 1900, *adopted as a medium of communication among its members* "The Journal of Education"; *but the* "Journal" *is in no other sense the organ of the Association, nor is the Association in any way responsible for the opinions expressed therein.*]

ACTING on the advice given to us by our late Chairman in January, we have inhaled the fresh breezes of Yorkshire, and enjoyed the genial hospitality of our colleagues in the West Riding. The proceedings at Leeds commenced with a dinner on September 9, under the Chairmanship of Mr. G. C. Bloomer, Bradford Grammar School, at which about fifty members and guests were present. It is an interesting fact

historically that at this dinner the toast of "The University of Leeds" was proposed for the first time.

On the Saturday the Council Meeting was held. It was gratifying to notice the attendance of so many members from a distance.

The resolutions on salaries passed by the Joint Conference with the I.A.H.M. were discussed, but it was eventually resolved to postpone any decision on them till January. It is to be hoped that meantime the Branches will give them full consideration at their autumn meetings.

A pension scheme on general lines drawn up by the Joint Conference was approved.

It is a matter for regret that the Board of Education have not seen their way to grant the right of appeal on dismissal. The grounds of their decision do not seem to be insuperable, and we hope that they may still be induced to hear the arguments of the two Associations at a joint deputation. Meantime we have the satisfaction of knowing that, despite the Board's decision, we are at one with the Head Masters on the much vexed question of tenure.

Federation has made no progress since our last notes were published, but the Council passed a resolution approving the proposal generally, and safeguarding our individual organization and representation on the Council of the proposed Federation.

The report of the Consultative Committee on School Certificates is now before the Association for discussion. The Executive Committee will report to the Board of Education before the end of the year, and will be glad of the opinions of members on the subject.

The General Meeting was held on the afternoon of Saturday, September 10. No papers were read, and the meeting was confined to general discussions on the Organization of Secondary Education with special reference to Board of Education Regulations, Pupil-Teachers, and County Scholarships. A discussion on School Holidays also took place. Although the opener considered that the present holidays were too long, the general opinion of the meeting seemed to be that, whatever they may be to parents and pupils, to assistant masters they do not constitute an intolerable burden. There is, however, in some areas a need for the co-ordination of holidays in elementary and secondary schools, but there are more ways than one out of the wood.

These are the first meetings of the Association that have been held out of London for some years, and, judging from their success, we hope that our autumn meetings may, by being held in provincial centres, prove a factor in binding the Branches more closely to the working centre in London.

UNIVERSITIES AND SCHOOLS.

MANCHESTER.

Th.s month the new University of Manchester enters upon its second academic year, and, though so recently founded, this civic University can already show a number of new developments, all of which tend to strengthen the bonds between it and the great community for which it was formed. With the new session the Faculty of Theology comes into being. Degrees of B.D. and D.D. are to be conferred, and the local theological colleges are in full sympathy with the new departure. The Faculty of Commerce is also now completely organized, and degrees of B.Com. and M.Com. are to be granted; it being possible to qualify for these in special cases by attendance at evening classes only. The growth of the Public Health Department and the erection of new laboratories in connexion with the Medical School have necessitated the appointment of another Professor of Pathology and Morbid Anatomy. There is also to be granted a special diploma in Veterinary Surgery.

The announcements in the department of Education are specially interesting. Lectures will be delivered by Prof. Sadler to acting teachers on "Six Educational Leaders: the Bearing of their Work upon Present Questions"; and also on "The Organization of Secondary Schools for Boys and Girls: their Social Aims, Courses of Study, Cost, and Connexion with Elementary Schools." Prof. Findlay will speak on "The Teacher in his Class-room," and Mr. Paton is announced to give three lectures on "Some Ethical Problems of School Life."

The new School of Architecture is now organized so as to be in immediate connexion not only with the University, but also with the municipal schools of Technology and of Art. The list of Extension lectures and courses has been completely revised and considerably strengthened.

Among new departures in connexion with the School of Technology may be mentioned increased facilities in connexion with the classes for engineering apprentices. As already mentioned, an arrangement has been come to by which these apprentices are allowed to attend the school for one whole day in the week instead of in the evening. A second year's course has now been arranged on these lines, and not only will the apprentices have their evenings free, but they will be able to put in 320 hours during the session, as against half that number under the old system. A new day course for house decorators is announced and two branch Schools of Technology have been opened.

The syllabus of evening classes held at the municipal secondary school includes new courses for grocers and provision dealers and also for library assistants.

Returns show that the population to be provided for within a 12-mile radius of the City is just short of two millions; and, in accordance with the recommendations of the Board of Education, two training colleges for teachers are to be opened. One provides for a hundred and fifty women, the other for a hundred men. The only charge is to be an entrance fee of £20.

In distributing the prizes to the successful scholars in elementary schools, Lord Stanley of Alderley said it "made him creep" to read in official documents of distinctions between "only elementary" and "higher elementary." He pleaded for a wider definition of elementary education, and gave it as his opinion that the future of education lay in the hands of the elected representatives of the people. At the same meeting the Chairman of the Education Committee stated that the Committee were giving £8,545 this year in scholarships and bursaries, as against £3,670 formerly. The question of the provision of free meals for the poorer children has again been raised.

At the meeting of the Lancashire Education Committee Sir H. Hibbert was able to make the interesting announcement that "a wave of appreciation of education was spreading over the county." Of £2,935 paid in capitation grants, he said, £1,403 went to the Manchester Municipal Schools of Technology and Art. It was recommended by the Committee that an Inspector of Horticulture be appointed, the object being the encouragement and improvement of fruit growing in the county.

The recently issued Report of the Board of Education contained references to the articles in the Special Reports by Messrs. Compagnon and Russell on "Street Boys and Street Trading." Mr. Russell has recently contributed further papers on these subjects to the *Manchester Guardian*. Attention has naturally been called to Mr. Paton's articles on "The School of the Future" and on "The Leaving Certificate" in recent numbers of the *Speaker* and the *School World* respectively.

The great event at the Grammar School has been the unveiling of the War Memorial. This is a matter in which Mr. Paton has not only taken the initiative, but has shown a very special interest. The memorial was unveiled on September 23 by Lieut.-Col. Wright (just appointed to command the Artillery in Singapore) and Captain Nickersen, R.A.M.C., who won the Victoria Cross, for which he was three times recommended. The Dean of Manchester presided. The monument (designed by an "old boy") stands in the principal corridor, opposite the tablet to Sir Frank Lockwood, and commemorates the services of the sixty-three old boys who served in the campaign, five of whom laid down their lives. The High Master wound up the proceedings in a stirring address to the boys, concluding with the lines addressed to Clifton College boys by one of their "old boys":—

"God send you fortune; but be sure,
Of all the lights that gleam and pass,
You'll live to follow none more pure
Than that which gleams from yonder brass.
'Qui procul hinc,' the legend's writ
(The frontier grave is far away),
'Qui ante diem obiit,
Sed miles, sed pro patria.'"

Mr. Paton has seized this opportunity for forming an Old Boys' Association, the memorial having been subscribed for by six hundred "old boys" all over the world.

WALES.

Central Welsh Board Results.

The marks obtained in the July examination were sent to the county schools about the second week in September, and the certificate awards by the twenty-first of the month. While the examination is admitted on all hands to be, on the whole, remarkably good and just, it is useless to disguise the fact that, whether rightly or wrongly, a great deal of dissatisfaction is this year again felt with the marking of some of the science papers, and more particularly those set in chemistry. It is an undoubted fact that pupils who pass in chemistry in the Welsh Matriculation Examination fail ignominiously in the same subject in the Senior Certificate Examination, though the syllabus is practically the same, and science teachers and others are anxiously seeking an explanation. That the standard in the Welsh Matriculation Examination is not too low is proved by the large percentage of failures. Can it be that the standard in the Senior Certificate Examination is unreasonably high? A writer in the *Welsh Leader*, discussing the question in a very temperate spirit, suggests that it may be a case of "specialists pressing the claims of their own subjects and shutting their eyes to the limitations of school work." It would be wrong, of course, to jump to any hasty conclusions without adequate investigation of the facts. The dissatisfaction, however, has been so long and so universally felt that it

(*Continued on page* 696.)

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would be well for the Executive Committee of the Central Welsh Board to inquire carefully whether chemistry is really being badly taught in Welsh county schools, as the marks imply, or whether scientists, over anxious to promote the interests of their own subjects, expect too much from school boys and girls. That there will be a demand for such an inquiry is certain.

Chief Inspector's Gold Medal.

The gold medal given by the Chief Inspector for the highest and best work done in the Central Welsh Board annual examination has this year gone to North Wales, being awarded to H. H. Thomas, of the Wrexham County School for Boys, a school which has won this distinction before. Last year and the year before the medal went to South Wales schools.

Welsh University Results.

The results of the Intermediate, Ordinary, Special, and Honours Examinations of the University of Wales were published late in the holidays, but in so involved and obscure a manner that it passes the wit of the ordinary mortal to discover the status of any particular student. "Though a man labour to seek it out, yet shall he not find it—yea, farther, though a wise man think to know it, yet shall he not be able to find out." Could not the University authorities publish the results in a more intelligible form?

The Welsh Education Council.

It was in this column that the political aims of the promoters of what is now called the Welsh Education Council were first revealed, at a time when they professed to have only the educational interests of Wales at heart. Mr. Lloyd-George, M.P., in his article entitled "The Welsh Political Programme" in the *Independent Review* has thrown off all disguise, and pleads for all sorts of powers other than educational for the Council, which, by the way, is not in existence yet, though some County Councils have signed the agreement. It may or may not be desirable that these powers should be granted to the Council when it is formed, but there can be no doubt that a Council elected primarily and ostensibly for educational purposes should be competent to deal with the many difficult questions which are being reserved for solution by it. It is still doubtful whether there will be any members on it with expert knowledge of, as opposed to a *dilettante* interest in, education. As a matter of fact, it all depends on Mr. Lloyd-George, and while he attempts to soothe the fears of those actively engaged in the work of education, with assurances that the expert element will not be left out, it is difficult to see any sign of an effort on his part to secure its inclusion.

The Caerphilly Managers.

The managers of the Caerphilly group of schools have suddenly jumped into notoriety. At a meeting held to appoint a head mistress for one of the elementary schools under their jurisdiction, they instructed the clerk to inquire into the religion professed by the applicants, and a Glamorgan County Councillor, acting as a manager, declared that he would not record his vote for any of the applicants if they were not Nonconformists, and so long as the Education Act of 1902 was in force he would support no Churchman or Churchwoman. Both the Liberal and the Conservative Press of Wales have denounced the managers, and particularly the outspoken County Councillor, without mercy; and yet their action is by no means unprecedented, as some wish to make out. It is too soon as yet to speak about the behaviour of the new Education Authorities in this respect; but it is mere affectation to deny that a very large number of the defunct School Boards used to conduct similar inquiries into the religion professed by the applicants for appointments in their gift. Not only was it found out whether they were Churchmen or Nonconformists, but, if they were the latter, it was ascertained whether they were Calvinistic Methodists or Independents or Baptists or Wesleyans, &c. The only difference between them and the Caerphilly managers is that they inquired secretly, whereas the latter did it openly. And, as for the poor County Councillor on whom so much obloquy has been poured, he must be reflecting bitterly how dangerous it is to enunciate in public the policy which, in spite of all denials, is acted upon as a matter of course by so many of his co-religionists. But oh, the pity of it!

New Appointments.

Mr. A. J. Perman, M.A., senior assistant master at the Merthyr County School, has been appointed Head Master of that school. No other name was considered, the governors only advertising as a matter of form to comply with the scheme. Mr. Alfred Morgan has been elected Director of Education by the Education Committee of the Urban District Council of Mountain Ash. Mr. F. E. Rees, B.Sc., has been chosen for the post of Inspector of Evening Classes, under the Glamorgan Education Committee. He will not feel lonely in the Glamorgan Education Department. A building as large as the new War Office in Whitehall will soon be necessary for the accommodation of the multitudinous officials of the Glamorgan Education Committee. Mr. C. Dauncey has been appointed Secretary and Legal Adviser to the Monmouthshire Education Committee.

Principal Reichel's Illness.

It is with profound regret that Welsh educationists have learnt that Principal Reichel is making but slow progress towards recovery. His transparent honesty and invariable straightforwardness have won him a high place in the esteem of all connected with the educational movement, and all hope he will soon be restored to his former health and activity.

In case of Revolt?

Those who are engaged in secondary education are wondering what their position will be if the Welsh Councils carry out their threats in connexion with what is popularly known as the Coercion Act. The general impression seems to be that, even if the worst comes to the worst, there will be no interference with any schools other than elementary. It may be added that, in spite of platform and press heroics, very few really believe that a conflict will be precipitated between the Welsh Councils and the Board of Education.

IRELAND.

New Methods in Mathematics.

The two Irish Universities have now adopted the reformed methods in mathematical teaching recommended by the Mathematical Association and the Committee appointed by the British Association. Public attention was drawn to the subject last January, when the Council of Alexandra College invited Mr. Siddons, of Harrow, to give six lectures in Dublin on "The Teaching of Mathematics." Soon afterwards a Committee was formed in Trinity College to consider the question, and the change is now announced in the Calendar for 1905 of Dublin University just published. Recently the Royal University have sent round notices to the chief schools and colleges, informing them of similar changes in their mathematical courses.

Numbers in the Royal University.

It is interesting, in view of the dissatisfaction felt with the Royal University and the threatened existence it leads, to notice the large numbers that matriculated this year, as recently announced. The total numbers of those entering are 600—478 men and 122 women. The numbers passing First Arts are 405—288 men and 117 women. The numbers passing Second Arts are 318—242 men and 76 women. The B.A.'s (Pass only) are 91—71 men and 20 women. In the list of Honours and prizes, the Queen's Colleges of Belfast and Galway and University College, Stephen's Green, Dublin, are, as usual, prominent. The women students have taken a large proportion of Honours and prizes, the Catholic Women's College of Loreto, Stephen's Green, Dublin, specially showing most brilliant results.

Presidency of Queen's College, Cork.

Sir Rowland Blennerhassett has resigned the Presidency of Cork Queen's College. His successor has not yet been appointed. Sir R. Blennerhassett was almost a nominal President, and spent very little time in Cork. It is to be regretted that in a country where University education is so ill-provided the staffs of these colleges should be debarred from giving larger educational services. They teach for six months in the year, and most of the professors teach but a small number of hours in the week even during the six academic months.

Intermediate Results.

The results of the Intermediate Examinations held in June have just been published. As, however, the books only now contain the students' examination numbers, the names of both schools and pupils being suppressed, and the exhibitions and prizes awarded to a school being only sent privately to that school, little is known as to the general results. Some of the schools obtaining brilliant successes have advertised their results in the newspapers, but the unsuccessful are, naturally, discreetly silent. While the evils that followed the publicity given to the performances of schools and pupils under the old system were certainly great, it is very doubtful that a total absence of public information is desirable so long as public examinations of such importance continued to govern education. Nothing is known as to the total number of prizes given, or how they have been distributed, either as regards subject-groups or schools, nor is there anything to be learned as to how many pupils the various schools send in for Honours and prizes. There is said to be a very great decline in the latter respect since the present system came into force, which means a relaxation in educational effort in the schools, whether the direction of that effort were bad or good. Although some of this information can be obtained from the Report of the Board, a Blue-book published nine months later, and hardly read by any one, does not give the safeguards and advantages to be derived from general public information.

Prof. Adams in Dublin.

A valuable series of six lectures was given in Alexandra College from September 12 to 17 by Prof. Adams, of London University and the Day Training College under the London County Council. His subjects were—Method, English Composition, English Literature, Geography, History and Examinations, and the lectures were of much practical value to the teachers who attended the course.

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In the Cambridge Teachers' Certificate Examinations held last June fifteen students obtained certificates. In the theoretical part of the

(*Continued on page* 698.)

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examination they all passed in the Second Class. In the practical part six passed in the First Class, eight in the Second, and one in the Third.

SCHOOLS.

BERKHAMSTED GIRLS' GRAMMAR SCHOOL.—In the recent examination of the Oxford and Cambridge Joint Board for Higher Certificates the three candidates entered passed in all their subjects, N. Satow with Distinction in Scripture. In the examination for Lower Certificates five candidates obtained Certificates, and fifteen First Classes were gained. In the Royal Drawing Society's Examination thirty-four Pass and seventeen Honour Certificates were gained. In the R.A.M. and R.C.M. Associated Board School Examinations the various candidates in the Higher, Lower, and Preliminary Divisions all passed. The Senior and Middle School Singing Classes entered respectively for the Intermediate and Junior grades of the Incorporated Staff Sight-Singing College, and both were successful, the former taking Honours. The annual prize-giving is fixed for Wednesday, September 28, when Mrs. Creighton has kindly consented to give away the prizes.

BOLTON HIGH SCHOOL FOR GIRLS.—Miss E. M. Hough, Natural Sciences Tripos, and Miss M. Lumby, Mathematical Tripos, have joined the staff.

CLAPHAM HIGH SCHOOL.—At Newnham College, Cambridge, M. Virgo has been awarded a scholarship of £50 a year for three years (Science and Mathematics), and M. Russell a scholarship of £35 a year for three years (Science and Mathematics). At Westfield College E. Piper has gained a scholarship of £50 a year for three years. C. Irons has obtained a scholarship of £20 a year for three years, given by the Haberdashers' Company. K. Bury has been awarded a Domestic Economy Training Scholarship, for two years' training at Battersea Polytechnic, and V. Köster and M. Wells have been elected to Probationers' Scholarships by the London County Council. In the Training Department five students in the July examination obtained Cambridge Teachers' Training Certificates. In the Art Training Department eight certificates were obtained towards the Art Master's Examination of the Board of Education, and seven towards the Art Class Teacher's Examination. Fifteen works were accepted for the Art Class Teacher's Certificate, two of which have been purchased by the Government; two complete Elementary Teacher's Certificates have been gained (Board of Education). In the London Intermediate Examination M. Virgo was placed in the First Division for Science, and G. Oram and E. Piper in the Second Division for Arts. In the London Matriculation, in June, G. Mowll and G. Piper were placed in the First Division, and four in the Second Division. In the Cambridge Higher Local Examination: In Group A (Literature) D. Carr obtained a Second Class; in Group B (Languages) M. Nightingale, F. Robotham, and V. Seymour were placed in the Third Class; in Group C (Mathematics) M. Russell and M. Virgo, Class II.; B. Nicholls, Class III.; in Group D (Logic) E. List, Class II.; D. Cleveland, Class III; in Group E (Natural Sciences) M. Virgo and M. Russell, Class I., each with three Distinctions; in Group H (History) J. Robertson and V. Seymour, Class I., each with two Distinctions; F. Robotham, Class I., with three Distinctions; D. Carr, B. Nicholls, and M. Nightingale, Class II.; M. Virgo was awarded a prize of £3. In the Higher Certificate Examination fourteen Certificates and twenty-eight Letters were granted, with nine Distinctions. In the School Examination of the Royal Drawing Society 168 Honour Certificates and 190 Pass Certificates, including 8 full Certificates, have been gained.

EDGBASTON HIGH SCHOOL.—In the June examination of the Cambridge Higher Local, E. M. Gardner obtained a First Class in Group D, with Distinction in Political Economy and Psychology, and a Second Class in Group H, with Distinction in Constitutional History, and was awarded the Cobden Scholarship of £50 for three years to Newnham College on the result. Higher Certificates of the Oxford and Cambridge Joint Board: A. Nölting (with Distinction in German), D. Osler, F. Simpson, L. Shirley Smith. Letters: M. Adie, O. Brewerton, W. Lloyd (with Distinction in English Literature), E. Morris, and N. Waller. During the holidays the school has undergone alterations which provide increased accommodation in class-rooms and cloak-rooms. Two new music-rooms and a division-room have been added, and a new staircase and exit for use in case of fire. Miss M. Parsons, B.A. London, and Miss A. K. Jones (Newnham College, Cambridge, and Bedford College, London) have joined the staff this term.

IPSWICH GIRLS' HIGH SCHOOL.—A Royal Holloway College Scholarship of £40 a year for three years was gained, at the last scholarship examination, by Elizabeth Grimwade for Modern Languages. Gertrude Newby won the second of three prizes offered by Lady Darley to the pupils of the G.P.D.S. Co.'s schools, for the best essays on "A Comparison between the States of Australia, with especial regard to their Industrial Development." At the July examination in Intermediate Arts of London University, Gertrude Newby was placed in the

(*Continued on page* 700.)

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JERSEY, VICTORIA COLLEGE.—Mr. R. O. Bishop, senior Modern Side master, has left, having been appointed acting Head Master of Salford Secondary School. His place has been taken by Mr. E. Hickinbotham, formerly Scholar of Queen's College, Oxford. Hon. J. Näher has also left the school, and is replaced by Dr. A. J. Rey, of the University of Berne.

LONDONDERRY, STRAND HOUSE SCHOOL.—At the Matriculation Examination held in June six pupils were successful; Alice Kennedy gained German Honours and the Drapers' Scholarship of £105. At First Arts six pupils passed; Kate Clarke won an exhibition of £15 and retained her Drapers' Scholarship, £105. Kate Clarke and Lizzie McAteer were recommended for English Honours. At Second Arts Emma Moffett won an exhibition £18, retained the Drapers' Scholarship £105, and was first in Ireland on the English Honours List. Four pupils passed. Miss Riley, ex-Scholar Royal Holloway College, has been appointed classical mistress; Miss Brabazon, Higher Certificate National Froebel Union, trained in Bedford, has been appointed kindergarten mistress.

NOTTING HILL HIGH SCHOOL.—In the London Matriculation Examination held in June three girls passed in the First Division and eight in the Second. In the Oxford and Cambridge Higher Certificate Examination, Evelyn Jenkins and Ethel Schaap obtained Certificates in French, Roman History, Elementary and Additional Mathematics. Two girls passed the London Intermediate Arts—one in the First Division and the other in the Second. Gladys Heygate has been awarded a Hampshire County Council Major Scholarship.

PARKSTONE (DORSET), SANDECOTES SCHOOL.—At the Oxford and Cambridge Joint Board Higher Certificate Examination full Certificates were gained by M. E. Voelcker (with Distinction in Drawing), K. M. Dickson, B. E. Greville, and E. O. Morley; Letters were gained by E. Baker, A. Bernard, B. Fisher, L. Lawrence, and N. Somerset.

WOOLWICH POLYTECHNIC.—Mr. A. Watson Bain, M.A., of University College School, London, has been appointed senior master, and Miss M. F. Balding, B.A., senior mistress of the County School, Porth, senior mistress, of the Day Secondary School.

WORCESTER HIGH SCHOOL FOR GIRLS.—Four candidates entered for the Oxford and Cambridge Board Higher Certificate Examination: of these two completed Certificates and two obtained Letters, K. Harris gaining Distinction in Scripture and English. Eight girls gained Lower Certificates, E. Vawdrey obtaining six First Classes. A. Downes passed in the first part of the Higher Froebel Examination. In the School Examinations of the R.A.M. and R.C.M. Associated Board two girls gained Distinction and ten passed. In the examination of the Royal Drawing Society twenty girls gained Honours and thirty-two passed. The following distinctions have been gained by Old Girls:—D. Shuttleworth obtained First Class in Natural Science in the Final Honours Schools at Oxford; C. Parker obtained First Class in Group H of the Cambridge Higher Local, with two Distinctions; D. Wood obtained First Class in Group E of the Cambridge Higher Local, with two Distinctions. The Worcester High School for Girls has this year been celebrating the twenty-first anniversary of its foundation. On July 27 more than three hundred Old Girls and mistresses assembled in the Cathedral for the early celebration; and at eleven o'clock the Bishop of Truro, formerly Dean of Worcester, gave a most inspiring address to a still larger number, who nearly filled the nave. In the afternoon there was a garden party at the school, at which many friends were present, including the Bishop of Ely and Lady Alwyne Compton, who have always taken a warm interest in the school. This was the occasion for the presentation by the ladies' committee to Miss Ottley of a "token of affection and appreciation" of her work during the twenty-one years that the school has been in existence. In the evening a *conversazione*, held in the school hall and gymnasium, gave school-fellows of many generations a delightful opportunity of renewing their acquaintance with one another, and showing their loyalty and devotion to their school and its head.

WYCOMBE ABBEY SCHOOL.—Nine pupils gained Oxford and Cambridge Higher Certificates, and twenty others gained Letters or half-Certificates. M. Thirkell White gained Distinction in French, German, and English; N. S. MacIlwaine in French, C. M. V. Bock in German, and M. Adams in Drawing. M. E. Sale passed the Previous Examination of Cambridge University. H. M. Oyler, Girton College, obtained a Second Class in the Modern Languages Tripos, and also passed in spoken French and spoken German. K. W. Sills, Girton

(*Continued on page 702.*)

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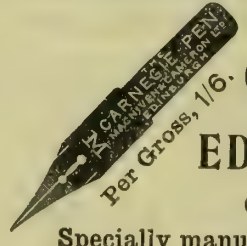
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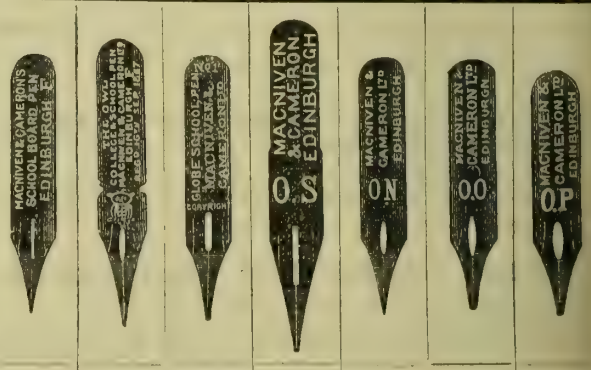
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So this plucky little Jap,
He went at them—ker-slap!
For he is a very valiant little man, man, man).
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Knocked their navy into bits,
And all the nations cried, "Hip, hip, hurrah, Japan!"

(*Continued on page 704.*)

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So I left my card and rode away."

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Here lies the landlord of the Crown,
Who would not "take it lying down."
Resigned unto his father's will,
His son keeps on the business still.

By "MAIDSTONE."

Sing a song of sixpence,
A pocket full of hops,
Preferential tariffs
Clapped on foreign crops.
When the sack was opened,
Forty farmers sung:
"Lawk-a-mercy on us!
All has gone to Bung."

A Prize of Two Guineas is offered for the best translation of the following passage from Vischer's "Das Schöne und die Kunst":—

Die von ihrer Weihe strahlende Grösse Athens entsprang aus den Befreiungskämpfen gegen die Perser. Auch wenn eine Nation sinkt, wie z. B. die spanische im 17. Jahrhundert, kann der Geist noch in ihr wirken und die Blüte der Kunst hervorbringen. Selbst Werdendes kann sich im Schönen offenbaren: als wir noch nichts wären, da wurde doch unser deutsches Dichterpaar geboren von der Volkskraft, die eine Zukunft in sich barg. Das Schöne steht also nicht in der Luft.

Wir treiben keine Schöngeisterei, die nur die gefällige Form, nicht den rechten Kern will und den Lebensernst nicht achtet. Mancher mag Scheue vor der Ästhetik haben in der Meinung, als sei das, womit sie sich beschäftigt, nur etwas Weichliches, ein blosses Schaumgebilde, als gebe es in diesem Revier nur schlaffes, süssliches Zeug, lyrisches Gezwitscher, leeren Effekt, dünne Produkte einer saftlosen Grazie, und als könne sie daher selbst nur ein Naschen, ein leeres Spiel, ein müssiges Gerede sein. Wohl gleicht das Schöne oft einer zarten Blume, aber das Liebliche ist nur eine Schwester des Erhabenen; und das echt Schöne ist doch gross und fest, beharrlichen Geistes, männlich und mit Kraft gepanzert; es ist zwar Schein, aber Schein, aus dem etwas hervorstrahlt; ein bescheidener Schatten, der nichts anspricht zu verändern, aber Mark des Lebens. Die grossen Künstler der Nationen waren keine Schöngeister; sie gossen jene erhabenen Schauer in die Seelen, womit uns die tiefsten Momente des Daseins erfassen. Mild, rührend, schmelzend sind die Poesieen eines Goethe, aber sehe einer den inneren Gehalt des Mannes an: er ist geschmiedet wie aus dem härtesten Stahl. Da das Schöne nur *so* gesund ist, hat es auch eine Gewalt. Nein, nicht überflüssig ist das Schöne; wir können ihm nicht entfliehen; es ist nicht *neben* dem Leben, sondern mitten darin, alles erfüllend; es umgiebt uns wie Luft, wie Wasser, worin wir baden; es ist eine grosse Wahrheit, eine *Macht*. Sie ruft: Du musst mich haben, du Mensch, denn ich will dich bilden!

Initials or a nom de guerre *must be adopted by* ALL *competitors, but the prize-winners will be required to send real names for publication.*

All competitions must reach the Office by October 15, *addressed "Prize Editor,"* THE JOURNAL OF EDUCATION, 3 *Broadway, Ludgate Hill, E.C.*

SONNENSCHEIN'S "Register of Teachers for Secondary Schools" gives some interesting particulars in reference to the 5,510 names registered in Column B on March 31 of this year. We learn that men and women remain in about equal proportions. About 30 per cent. are head teachers, men and women. Eton, with its staff of 64, is unrepresented. Harrow sends 10 names out of its 46; Rugby 17 out of 44. The influence of a head master may be gathered from the fact that the whole staff of Parmiter's School, from which Dr. R. P. Scott has just retired, is registered. Cheltenham Ladies' College contributes 26 mistresses out of 63; Wycombe Abbey 14 out of 19. It is, perhaps, owing to the stimulus given by the publication of this volume that several masters at Eton have lately registered their names.

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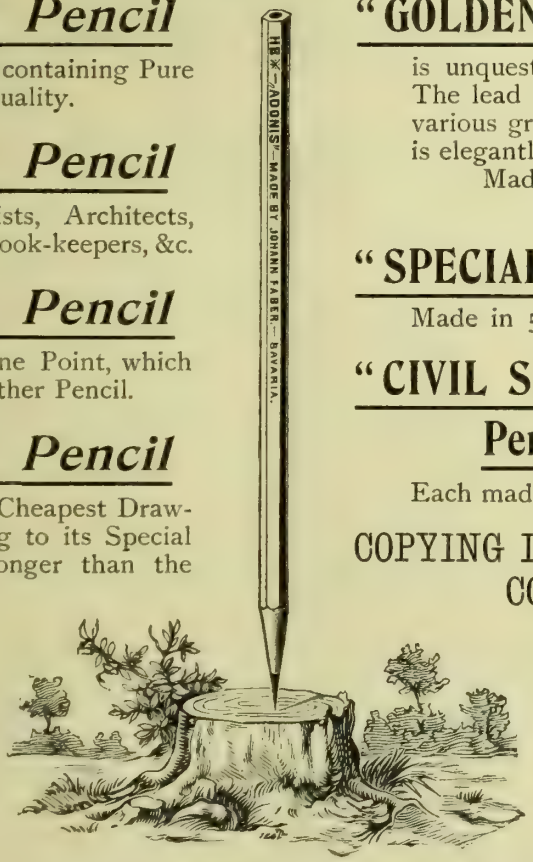
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Head Mistresses and Principals of Public and Private Schools desirous of engaging for the ***Term commencing in January (1905) experienced*** and ***well qualified*** Teachers—***Graduates*** or ***Undergraduates*** of the various Universities, ***Trained*** and ***Certificated*** Teachers, Music, Kindergarten, Foreign, and other Assistant Mistresses, ***Senior*** and ***Junior,*** and who will state their requirements to Messrs. GRIFFITHS, SMITH, POWELL & SMITH, will ***at once*** be placed in correspondence with ***eligible*** candidates ***free of charge.*** To facilitate a ***speedy*** arrangement, ***full details*** as to the ***essential*** qualifications, the salary offered, and whether Resident or Non-resident should be stated.

Head Mistresses and Principals will be at liberty to make use of Messrs. GRIFFITHS, SMITH, POWELL & SMITH'S offices for the purpose of interviewing candidates at any time between the hours of 10 and 4 daily.

TELEGRAPHIC ADDRESS: "SCHOLASQUE, LONDON."

Assistant Mistresses seeking Appointments for the Term commencing in January (1905) in ***Public or in Private Schools*** should apply at once to Messrs. GRIFFITHS, SMITH, POWELL & SMITH, who will forthwith furnish them with particulars of vacancies suitable to their requirements. Copies of testimonials should be sent, as also a statement as to qualifications, &c. Please see page 710 for special notice as to January (1905) vacancies.

SCHOOL TRANSFER DEPARTMENT.

Schools Transferred and Valued Partnerships arranged.

List of Boys' and of Girls' Schools for Sale and Partnerships sent ***gratis*** to intending purchasers, to whom ***no Commission will be charged.*** The Transfer Department is under the ***direct management*** of one of the partners of the firm.

PARISIENNE. — Institutrice, Protestante (Diplôme Supérieur), excellent Teacher, good disciplinarian, experienced in Public-School teaching, desires Re-engagement. Successful for Examinations. Gouin's Method if desired. Highest testimonials. — PARISIENNE, Sharp's, Queen's Terrace, N.W.

KINDERGARTEN MISTRESS, Higher N.F.U., requires Post in or near London. Three years' experience entire charge Kindergarten Departments in Recognized School.—Miss WINIFRED WILLIAMS, Rose Cottage, Lower Heath, Hampstead.

POSTS VACANT.

Prepaid rate: 30 words, 2s.; each 10 words after, 6d. (Use of Office address, 1s. extra.) For latest time for receiving these announcements see front page.

[**Replies** to advertisements marked * should be sent *under cover* to "The Journal of Education" Office, 3 Broadway, Ludgate Hill, E.C., *in each case accompanied by a loose stamp to cover postage on to advertiser.* Post Cards will *not* be sent on.]

SCHOLASTIC. — JANUARY (1905) VACANCIES. — GRADUATES and other English and Foreign Assistant Masters who are seeking appointments in Public or Private Schools should apply (*as soon as possible*) to **Messrs. GRIFFITHS, SMITH, POWELL & SMITH, Tutorial Agents, (Established 1833), 34 Bedford Street, Strand, London, W.C.** Timely notice of vacant appointments will be sent to all candidates.

MISTRESS for Mathematics, Classics, and sufficient Science for London Matriculation, wanted in January next for a high-class Boarding School near London. Degree or equivalent. Lady with connexion would be treated liberally. Apply, stating age, qualifications, salary, &c., to No. 6,423.*

ASSISTANT MISTRESS, to take English, French, and Mathematics in Public Secondary School. Qualified for Registration under Column B. Trained. Salary £100, non-resident. Address—No. 6,427.*

PRINCIPAL of Ladies' School, long established and Recognized, seeks French, German, or English Lady as PARTNER, who can introduce Pupils and who has some capital. Address—No. 6,432.*

RESIDENT MUSIC TEACHER (experienced, L.R.A.M.) wanted, in good Private School, next January. Give full particulars, references, age, salary required, to No. 6,428.*

HEAD MISTRESS required for the Wolmer's High School for Girls, Kingston, Jamaica, January, 1905. Candidates must hold a University Degree or its equivalent. Salary £300 non-resident, and capitation fees. Apply, with full particulars (Degree, age, experience, &c.), to Miss GRUNER, Association of University Women Teachers, 48 Mall Chambers, Kensington, W.

AT once, COMMERCIAL and general ENGLISH MASTER. Registered Column B preferred, not essential. Retiring Master appointed important London Post. Commencing £100 to £120.—PRINCIPAL, High School and Commercial College, Forest Gate.

HEAD MASTER wanted, in January, for Harrogate College, in succession to Mr. G. M. Savery, M.A., who is retiring on account of ill health. Must be a Graduate of a British University and a Wesleyan. Under 40 and married preferred. Apply before 10th October, stating qualifications and testimonials, to J. H. TURNER, Solicitor, York.

ST. MARGARET'S HIGH SCHOOL, LEE.—Wanted, in January, FORM MISTRESS. Essential Subjects: English and Mathematics. Must be a good disciplinarian, and qualified for Registration. Churchwoman. Apply, stating age, qualifications, experience, to HEAD MISTRESS.

A HEAD MASTER is required for the PENANG FREE SCHOOL, STRAITS SETTLEMENTS. There are about 850 Boys in the School, of whom 700 are Chinese. Applicants should be under the age of 35, and Graduates of a British University. The salary offered is £500 per annum, rising by triennial increments of £50 to a maximum of £600 per annum; and £40 per annum deferred salary in lieu of a provident fund. There is no pension. An allowance of 720 dollars per annum (Straits currency) will be given towards house rent. A passage to Penang will be provided. The gentleman appointed should take up his duties on the 1st of December, 1904. An agreement for three years will be required. Applications should be sent to H. W. FIRMSTONE, Esq., Lichborough Rectory, Weedon, Northamptonshire.

WANTED, in January, for good Private School, GERMAN LADY to teach German and Junior Music. North German preferred. Must be thoroughly experienced Teacher. Apply—HEAD MISTRESS, Summerfield, Alexandra Drive, Liverpool.

WANTED, Resident ASSISTANT MISTRESS (Churchwoman), for Science and Mathematics, in Girls' Boarding School. Graduate preferred. A knowledge of Bookkeeping is desirable. Salary £50. Apply—HEAD MISTRESS, Celbridge School, Co. Kildare.

STUDENT-MISTRESS required. Preparation for Higher Examinations. Small premium, or mutual terms if able to teach Ablett's Drawing and Geography. Apply—PRINCIPAL, Osborne House School, Cliftonville, Thanet.

THE GIRLS' SCHOOL COMPANY, LIMITED.—Required, in January, for St. Bride's School, Helensburgh, Dumbartonshire, Non-resident PREPARATORY SCHOOL MISTRESS. Able to teach Botany in Middle School. Good Drawing in connexion with Nature Study essential. London or Bedford training. Salary £100 to £120, according to qualifications. Apply to HEAD MISTRESS.

KINDERGARTEN STUDENT required. Preparation for N.F.U. Examinations. Mutual terms to a student with some experience. Apply — Miss JAMESON, High School, Albany Road, Stroud Green, N.

PORTSMOUTH EDUCATION COMMITTEE.

COUNCIL SECONDARY SCHOOLS.

THE Education Committee invite applications for the following Positions at the Secondary Schools—to join immediately:

GIRLS.

ASSISTANT MISTRESS. Salary £100 per annum, increasing by £5 annual increments to £115.

SCIENCE MISTRESS. Salary £90 per annum, increasing by £5 annual increments to £100.

BOYS.

ASSISTANT. Salary £125, increasing by £5 annual increments to £150.

JUNIOR ASSISTANT. Salary £100, increasing by £5 annual increments to £125.

JUNIOR ASSISTANT (qualified in French). Salary £100, increasing by £5 annual increments to £125.

(In each case the salary will be increased by £10 for a University Degree or its equivalent, or by £5 for success at the Intermediate Examination.)

Applications, giving particulars as to age, qualifications, experience, &c., should be sent at once to the SECRETARY, The Municipal Technical Institute, Portsmouth.

A LADY (between 28 and 35) of good educational qualifications and experience and business ability, is required at once to fill a responsible position in London in connexion with Educational work. Salary £150 per annum or more. Preference given to one able to invest £250; but this is not essential. Address—No. 6,434.*

ASSISTANT ENGLISH TEACHER (Resident) wanted, after Christmas, in Recognized School. Degree or equivalent. Apply, giving age, experience, references, and salary required, to No. 6,429.*

* **Replies to these Advertisements should be addressed** ***"No. —, The Journal of Education, 3 Broadway, Ludgate Hill, E.C."*** **Each must contain a** ***loose*** **stamp to cover postage on to advertiser.** ***Post Cards*** **will NOT be sent on.**

TO ASSISTANT MISTRESSES.

JANUARY (1905) VACANCIES.

GRADUATES (or equivalent), Undergraduates, Trained and Certificated High School Teachers, Foreign, Music, and Kindergarten Mistresses, and other Senior and Junior Teachers seeking Appointments in Schools for **next term**, and who are desirous of having their requirements set forth in **Messrs. Griffiths, Smith, Powell & Smith's Printed List** are invited to apply (*as soon as possible*) to the Firm. The **List** will contain particulars as to the qualifications, &c., of Assistant Mistresses desiring engagements, and **will shortly be brought before** Head Mistresses and Principals of **all** the Public and Private Schools in Great Britain and Ireland, in the Colonies, and on the Continent, &c. Immediate notice will be sent to Assistant Mistresses (English and Foreign) of all suitable vacancies. Address — **Messrs. GRIFFITHS, SMITH, POWELL & SMITH, Educational Agents (Estd. over 70 years), 34 Bedford Street, Strand, London.**

Telegraphic Address: "Scholasque, London."

N.B.—*Assistant Mistresses, when making application to* **Messrs. Griffiths, Smith, Powell & Smith** *for Appointments, should state whether they are Graduates (or equivalent), Undergraduates, or hold other Certificates, and the Subjects they would undertake to teach. Also their age, experience, and salary required for resident or non-resident posts. References and copies of Testimonials should also be forwarded.*

ST. HELENA'S COLLEGE, HARPENDEN. — Vacancy for STUDENT-MISTRESS. Preparation for Examinations and Training in Teaching. Resident Foreign Mistresses, Visiting London Professors for Pianoforte, Violin, and 'Cello. Moderate premium. Apply—PRINCIPAL.

STUDENTS prepared for the National Froebel Union Examinations and Cambridge Higher Local. Special terms to fill vacancies in September. Stamford Hill High School and Kindergarten (Recognized for the purposes of Teachers' Registration). Apply — Miss RICHARDS, 122 Stamford Hill, N.

THE NORWICH EDUCATION COMMITTEE requires a SCIENCE MISTRESS for its Girls' Secondary School: duties to begin after the Christmas Vacation. Chief Subjects: Physics, Chemistry, and Botany. Salary £120. Experience in teaching essential. Applications, stating qualifications and experience, to be sent, before October 15th, to HUGH RAMAGE, Technical Institute, Norwich.

MERTHYR TYDVIL (DUAL) COUNTY SCHOOL. — SCIENCE MASTER wanted, immediately. Candidates must be graduates in Science, and must have had success in Science teaching. Subjects: Chemistry and Physics. Recognised School, Div. B. Salary £150. Apply at once to HEAD MASTER.

MERTHYR TYDVIL (DUAL) COUNTY SCHOOL.—Wanted, at once, a SENIOR ASSISTANT MISTRESS. Candidates must be Graduates or have an equivalent, and must have had good teaching experience. Chief subjects required: Mathematics and English. Salary £150. Applications, stating age and full particulars, with testimonials, to HEAD MASTER.

STUDENTS FOR THE DUKE OF YORK'S ROYAL MILITARY SCHOOL, CHELSEA, AND THE ROYAL HIBERNIAN MILITARY SCHOOL, DUBLIN.—A COMPETITIVE EXAMINATION for Students at these Institutions will take place in London and Dublin in December next. Candidates must be between sixteen and nineteen years of age on the 30th November next. Further particulars may be obtained on application, in writing (in unstamped letter), to the A.A.G. (Army Schools), War Office, 68 Victoria Street, London, S.W., by whom applications will be received not later than 15th November next. Students at these establishments have the privilege of competing for the appointment of Army Schoolmaster.

TO ASSISTANT MISTRESSES.

Applications are solicited at once for the following immediate and January (1905) Vacancies:—

JUNIOR MISTRESS wanted at once, for County School. Form subjects. French and Drill desirable. £100 non-resident.—No. **749.** JUNIOR FORM MISTRESS for County School wanted, as soon as possible. Graduate preferred. £90 non-resident.—No. **761.** English or Foreign MISTRESS for School in Vancouver. French, German, and Mathematics. £75 resident. Required at once.—No. **756.** MATHEMATICAL MISTRESS wanted, after Christmas, for High School. Graduate essential. £60 resident.—No. **718.** SCIENCE MISTRESS wanted at once for important Public School. Salary £100 non-resident. Also, for same School, MATHEMATICAL MISTRESS. Salary £120. Must be members of Church of England.—Nos. **397** and **397a.** HEAD ENGLISH TEACHER for School in West of England. Graduate necessary. Wanted immediately. Salary about £50 to £60 resident.—No. **383.** Two ASSISTANT MISTRESSES for Municipal Secondary School. Form work. Salaries respectively £90 non-resident.—No. **574.** Wanted, after Christmas, for Church of England School in W. Australia, ENGLISH MISTRESS with Higher or L.L.A. Certificate. Latin, Mathematics, and French. £60 resident. If Music, £80. Passage paid.—No. **580.** SCIENCE MISTRESS wanted at once. Mathematics necessary. Churchwoman. £50 resident.—No. **569.** Experienced and competent MISTRESS wanted, after Christmas, for good Private School. Graduate desired. English, Latin, and Mathematics. £50 resident.—No. **688.** Well qualified MISTRESS required, after Christmas, for School at Brighton. English, Latin, Mathematics, &c. £40 resident.—No. **672.** Wanted, after Christmas, MUSIC MISTRESS for School in South India. Beautiful climate. Piano and Singing. Salary moderate. Passage paid.—No. **534.** Required, at once, MISTRESS for Mathematics, Drawing, and elementary Science. Salary £50 and furnished rooms, &c.—No. **533.** MODERN LANGUAGE MISTRESS wanted, after Christmas, for important College. One Registered in Column B desired. French and German. Salary £50 resident, or £85 non-resident.—No. **736.** ENGLISH MISTRESS required forthwith for School in the North. History, Latin, Botany, Mathematics. £45 (or more) resident.—No. **225.** Wanted, immediately, MISTRESS for Mathematics. Elementary Science, Arithmetic, and Drawing. £40 resident.—No. **770.** Cape Colony. MISTRESS for Church of England School. Matriculation subjects. Salary £40 resident. Passage paid.—No. **544.**

Candidates, in applying, should state full details as to their qualifications, and should enclose copies of testimonials.

Also **150** other Teachers (English and Foreign) required for good Schools, and **60** Student-Teachers requiring Appointments on mutual terms — board, residence, and accomplishments, or other advantages, in return for services. Address—**GRIFFITHS, SMITH, POWELL & SMITH,** Educational Agents (Established 1833), 34 Bedford Street, Strand, London.

BABLAKE BOYS' SECONDARY SCHOOL, COVENTRY.

PUPIL-TEACHERS AND ADVANCED STUDENTS CLASS.

A MASTER is required to teach English Literature History, Geography, French, and German. Must be a Graduate of a University, an experienced and capable Teacher, having wide and sympathetic acquaintance with English Literature, a sound knowledge and mastership of French and German with accurate pronunciation, if possible acquired abroad. Salary commencing at £170 per annum. Applications, stating age, and with qualifications and references, to be addressed to the HEAD MASTER, Bablake School, Coventry.

BLACKBURN EDUCATION COMMITTEE.

PUPIL-TEACHERS' CENTRE.

The Committee require the services of an ASSISTANT MISTRESS in the Pupil-Teachers' Centre. Salary £120. Candidates must have a University Degree, and be thoroughly competent to teach French conversationally. Mathematics a recommendation.

Forms of application may be obtained from the undersigned, to whom they must be returned not later than Wednesday, October 12th, 1904.

N. TAYLOR, *Secretary.*

Education Offices,
Blackburn.

GOVERNESS-STUDENT, Musical, wanted in Girls' Boarding School, to work under a L.R.A.M. Will be prepared for Examination. Premium required.—TURVILLE, Herongate, Brentwood.

ASSOCIATION OF UNIVERSITY WOMEN TEACHERS. — Teachers with University qualifications (degree or equivalent), requiring posts in Public or Private Schools, are invited to Apply to the Secretary. No commission is charged when work is obtained through the Registry, but *continued* membership is expected. Subscription 5s. per annum. State full particulars in applying to the SECRETARY, 48 Mall Chambers, Kensington, W.

COUNTY COUNCIL OF THE WEST RIDING OF YORKSHIRE.

EDUCATION DEPARTMENT.

THE West Riding Education Committee, in connexion with their Scheme for the furtherance of Secondary Education, will require in January the services of:—

MASTERS.

A. One, to teach principally Modern Languages. Salary £300 per annum.
B. Two, to teach principally English Language and Literature. Salary £300 per annum (each).
C. One, to teach principally Mathematics and Science. Salary £300 per annum.
D. One, to teach Art. Salary £300 per annum.
E. One Instructor in Physical Exercises. Salary £200 per annum.
F. One Instructor in Manual Work. Salary £200 per annum.

MISTRESSES.

G. One, to teach principally Modern Languages. Salary £250 per annum. And
H. One, to teach principally English Language and Literature. Salary £250 per annum.

The above Masters and Mistresses will be attached either as Supplementary or Peripatetic Teachers, to one or more Secondary Schools, and will, while in the Schools, act under the directions of the Head Teacher. Applicants must have had thorough experience in good Schools, and must be expert in the theory and practice of teaching the different subjects mentioned above.

Applications must be made on forms to be obtained from the Education Department (Secondary), County Hall, Wakefield, where they must be returned not later than Saturday, November 12th. Copies of not more than three recent testimonials must be sent with the application.

Canvassing will be a disqualification.

In applying for forms the letter of the Post for which application is made must be given.

STEPNEY AND BOW FOUNDATION.

COBORN SCHOOL FOR GIRLS, BOW, E.

Required, in January, a SENIOR SCIENCE MISTRESS, qualified to teach Physics and Chemistry. Experience essential. Only suitable applications acknowledged. Apply—HEAD MISTRESS.

COUNTY BOROUGH OF SOUTHAMPTON.

EDUCATION COMMITTEE.

WANTED, by the Southampton County Borough Education Committee, a Male SCIENCE TEACHER, qualified in Physics and Chemistry, for the Pupil-Teachers' Centre. Commencing salary £150 per annum.

Applications, stating age, with copies of three recent testimonials, to be forwarded to me, not later than Wednesday, 5th October, 1904.

Canvassing prohibited. By order,

J. CRUICKSHANK,
Secretary to the Committee.

Education Offices, Southampton.
27th September, 1904.

COUNTY BOROUGH OF SOUTHAMPTON.

EDUCATION COMMITTEE.

WANTED, by the Southampton County Borough Education Committee, a Female ASSISTANT for the Pupil-Teachers' Centre. The scale of salary will be £100 to £140 per annum. Applicants must be qualified to teach Conversational French (state if obtained by residence in France).

Applications, stating age, with copies of three recent testimonials, to be forwarded to me, not later than Wednesday, 5th October, 1904.

Canvassing prohibited. By order,

J. CRUICKSHANK,
Secretary to the Committee.

Education Offices, Southampton.
27th September, 1904.

PORTSMOUTH HIGH SCHOOL, G.P.D.S. — Experienced KINDERGARTEN MISTRESS wanted, in January. Full particulars to Miss ADAMSON, High School, Kent Road, Southsea.

MR. TRUMAN'S EDUCATIONAL AGENCY,

6 Holles Street, Cavendish Square, London, W.

JANUARY VACANCIES.

Mr. TRUMAN will be glad to hear as early as possible from LADY TEACHERS who will be needing Appointments for next Term.

No charge is made to candidates unless an engagement be secured through Mr. Truman's instrumentality, when the terms are reasonable.

Mr. TRUMAN has already been instructed to select and put forward candidates for several important vacancies, from which the following are selected:—

Second Mistress required in January for Public High School. Degree or University Honours and good experience essential; to teach Mathematics and some Classics. Churchwoman. Res., £90; non-res., £130.—A 4670.

History Mistress required in January for important Public School; History Honour Woman from Oxford or Cambridge required. Non-res., £100.—A 4747.

English Mistress required in January for good Private School in the North, to teach History, Latin, Mathematics, Elementary French, and Botany. Churchwoman. Res., from £45.—A 4571.

Head English Mistress required in January for high-class Private School in London. English subjects, Arithmetic and French, Degree or equivalent qualifications and experience essential. Res., £60–£65.—A 4585.

Head English Mistress required in January to undertake responsible position in high-class Private School near London. Registered Teacher with good qualifications and experience essential. Resident post with good salary and prospects.—A 4803.

English Mistress required at Half-term for good Private School. Degree or equivalent, experience and training; willing to attend Nonconformist Church. Res., £40–£50.—A 4865.

Senior Science Mistress required in January for large London Day School, to teach General Practical Science (especially Chemistry and Physics). University Degree or equivalent and good experience essential. Non-res., about £130.—A 4909.

Mathematical Mistress required in January in Public High School. Experience. Churchwoman. Res., £55–£60. A 4866.

Mathematical Mistress required in January for Church Public School. University woman and Churchwoman essential, to teach Mathematics with some Chemistry and Botany. Res., about £60.—A 4104.

Mathematical Mistress required in January for South Africa. Degree or equivalent and experience essential. Non-res., £170.—A 4763.

Assistant Mistress required in January for South America. Recognized qualification, experience, and Churchwoman essential; to teach Mathematics, English, and some Elementary Science. Res., £100–£130 and passage.—A 4827.

Assistant Mistress required in January for large London Day School, to teach advanced French on modern methods. University Degree or equivalent and good experience essential. Non-res., £110–£120.—A 4910.

Modern Language Mistress required in January for West Indies. Third Form work with good French and German (on modern lines), English subjects and Latin. Degree or Cambridge Higher Local Honours. Experience. Res., £120 with rooms and passage.—A 4871.

Modern Language Mistress required in January for Recognized School. Advanced French and German. Mathematics a recommendation. Qualifications for Register. Non-res., £80–£90.—A 4863.

Assistant Mistress required in January for high-class Boarding School, to teach good Arithmetic, English subjects, and Science. Drilling or Games a recommendation. Res., from £30–£60 according to qualifications.—A 4902.

Kindergarten Mistress required in January for Public Secondary School. Higher Certificate N.F.U., and Ablett's Drawing Certificate essential. Nonconformist preferred. Res., £50.—B 4779.

For further particulars of these and other vacancies, apply, stating age, qualifications, &c., to Mr. TRUMAN'S Agency, as above.

SCHOOL TRANSFERS AND PARTNERSHIPS.

See page 664.

BARNSLEY EDUCATION COMMITTEE.

SECONDARY SCHOOLS FOR GIRLS.

THE Barnsley Education Committee, mainly in connexion with the Instruction and Training of Pupil-Teachers, will require the services of a HEAD MISTRESS. Salary £300 per annum.

One ASSISTANT MISTRESS. £120 per annum.

Two ASSISTANT MISTRESSES, at £100 each per annum.

The instruction to be given will be on the lines of an ordinary Secondary Day School curriculum.

Applications to be made on forms to be obtained from the SECRETARY, and returned on October 10th.

T. BALDWIN,
Clerk to the Committee.

Education Office.

CITY OF BIRMINGHAM EDUCATION COMMITTEE.

THE Committee require the services of Two ASSISTANT MISTRESSES as Teachers of SCIENCE. Salary £100 to £130, according to qualifications and experience. Candidates should be qualified in Hygiene and Laws of Health.

Form of application may be obtained from the undersigned. JNO. ARTHUR PALMER,
Secretary.

Education Department, Edmund Street,
26th September, 1904.

CITY OF BRADFORD EDUCATION COMMITTEE.

HANSON SECONDARY SCHOOL.

The Committee invite applications for the Appointment of HEAD MASTER of the Hanson Boys' School. University qualifications. Degree or equivalent desirable. Salary: minimum £300, maximum £400.

A Public Elementary Department forms part of the School, which has an average attendance of upwards of 200.

Forms of application, which must be returned at once, may be obtained on application to the undersigned. THO. GARBUTT,
Secretary.

Education Office, Manor Row, Bradford.
27th September, 1904.

WANTED, LADY PRINCIPAL for a Training Institution for Native Girls in South Africa. She must hold First Class Normal Certificates and be experienced in Training Pupil-Teachers. Apply to 70, Wm. Porteous & Co., Glasgow.

CAMBRIDGE AND COUNTY SCHOOL FOR GIRLS.—Wanted, in January, 1905, TWO MISTRESSES, one for English, and one for Science (Botany). Commencing salary from £90 to £110, according to qualifications and experience. Forms, applications, and testimonials to be sent to —FRANK BURKINSHAW, County Education Office, Cambridge.

THE UNIVERSITY OF LIVERPOOL.

Assistant Lecturer in Department of Education.

(*Primary and Secondary Training.*)

The Council of the University of Liverpool is about to appoint a Lady as

ASSISTANT LECTURER IN EDUCATION.

Candidates must have passed the Examinations for a degree in Honours and have experience of Teaching, with special qualification to give instruction in the Methods of Teaching either Natural Science or Modern Languages.

The possession of a Diploma in Teaching, awarded by a British University, will carry weight.

The successful Candidate must be prepared to enter upon her duties not later than January 1st, 1905.

Applications should reach the REGISTRAR OF THE UNIVERSITY by October 31st. Original testimonials must not be sent. Stipend £150 per annum.

WANTED, a German Lady, to take charge of two Boys—nine and four years of age. Care wardrobe, teach and speak German. Mutual terms, or salary by arrangement.—Mrs. ELLERKER, Foxrock, Co. Dublin.

WANTED, in January, MATHEMATICAL MISTRESS, able to take Form subjects. Degree or equivalent in Honours. Apply—HEAD MISTRESS, Queen Elizabeth's Grammar School for Girls, Mansfield.

N.B.—The Geography in this series is in use
AT WELLINGTON COLLEGE.

HIGHER SCHOOL SERIES.

TEXT BOOKS.

(By the Rev. C. S. DAWE, B.A.)

HIGHER SCHOOL SERIES: JUNIOR COURSE.

Arithmetic.
Geography.
English Grammar.
English History.

Published at **1s.** each.
Specially adapted to the needs of Junior Students.

These Books have commanded an astonishing success.

"JAP." EXERCISE BOOKS.

These Exercise Books, of good quality paper and bound in a novel Artistic Coloured Cover, are in every way suitable for adoption in a high-class College.

Special arrangements have been made for stamping the Covers with ARMS and MOTTOES.

Specimen Exercise Books with full particulars will be gladly sent on application.

The Educational Supply Association would call attention to the following Stationery specially prepared for Science Work, and to meet the requirements of the New Method of teaching Algebra:—

SPECIAL SQUARED PAPER

(FOR PLOTTING AND SCIENCE WORK).

FOR SCIENCE WORK. (4 Rulings.)
Ruled $\frac{1}{2}$ centimetres, $\frac{1}{4}$ inches, $\frac{1}{8}$ inches; each Ruling in two sizes. 8 in. by 6½ in., **2s.** per ream; 13 in. by 16 in., **7s. 6d.** per ream.
Ruled $\frac{1}{10}$ inches, divided into $\frac{1}{2}$ inches by alternate red and blue lines. 8 by 6½ in., **4s.** per ream; 13 by 16 in., **15s.** per ream.

FOR PLOTTING GRAPHS. (4 Rulings.)
No. A.—Ruled inches, halves, and tenths; No. B.—Ruled inches and tenths. 15 in. by 19 in., **7s. 6d.** per ream.
Ruled $\frac{1}{10}$ and $\frac{1}{2}$ inches; Ruled millimetres. 13 in. by 9 in., **7d.** per quire, **10s.** per ream.
(The last two papers, being printed from engraved copper plates, are mathematically accurate.)

SPECIAL SCIENCE NOTE BOOKS.

LABORATORY SERIES. Foolscap 4to, 6½ by 8 inches.
No. 40. —128 pages, ruled in squares of $\frac{1}{2}$ centimetre
No. 40 E.—128 pages ,, ,, $\frac{1}{4}$ in.
No. 40 S.—128 pages ,, ,, $\frac{1}{8}$ in.
} Bound in stiff covers, cloth back, and rounded corners. Price **54s.** net per gross.
No. 41. —80 pages, ruled in squares of $\frac{1}{2}$ centimetre
No. 41 E.—80 pages ,, ,, $\frac{1}{4}$ in.
No. 41 S.—80 pages ,, ,, $\frac{1}{8}$ in.
} Bound in limp marble covers Price **27s.** net per gross.
No. 42. —56 pages, ruled Exercise, with 4 extra pages, ruled $\frac{1}{10}$ in. squares, and divided into $\frac{1}{2}$ inches by alternate red and blue lines.
Bound in stiff salmon-coloured covers Price **27s.** net per gross.

Each of the above contains 4 pages of printed matter, such as signs of quantities, &c., &c.

GRAPHICAL ALGEBRA SERIES.
No. 431.—Post 4to, 9¼ by 7¼ inches. 40 pages, ruled in $\frac{1}{10}$ and $\frac{1}{2}$ in. squares. Bound in stiff salmon-coloured covers. Price **18s.** per gross.
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FYNES MORYSON ON EUROPEAN EDUCATION IN THE SIXTEENTH CENTURY.

FYNES MORYSON, the third son of a Lincolnshire gentleman—Thomas Moryson, Clerk of the Pipe—*i.e.*, Keeper of the Pipe Roll or Register of the Ancient Revenues of the Crown—was born in 1566. He became in due time a student of Peterhouse, took his B.A. degree, and was elected a Fellow of his college. He was possessed of that desire to travel so common in his age—a practice which drew down upon it a scathing rebuke from Richard Mulcaster, the first Head Master of Merchant Taylors' School :—

> What is this travelling? . . . Young gentlemen, if they made the best of their wealth, might preserve and maintain such excellent masters and companions and libraries, that they might acquire all the best learning far better by studying quietly at home than by stirring about, if the desire for knowledge were the cause of their travelling. . . . For good, simple, well-meaning young gentlemen, strong in purse and weak in years, to travel at a venture in places where there is danger to health, to life, to conduct, far from the chances of succour and rescue—the thought is so repugnant to me that I know not what to say.

So far as we can judge from the scanty records available, Mulcaster's three adjectives fit Fynes well enough; also the cause of his travelling was undoubtedly "desire for knowledge." Possibly he was not acquainted with Mulcaster's treatise, then recently published; or, as a Fellow of Peterhouse, he may have felt disinclined to listen to a mere schoolmaster, an Oxford M.A. However that may be, Fynes decided to "stir about," and with no little zeal—a process most fortunately rendered possible by the Peterhouse statutes, which it appears permitted two of its Fellows to travel simultaneously. On August 3, 1590, as the college records show, he was granted, at the instance of Archbishop Whitgift (also a Lincolnshire man), "leave to discontinue," or, as we should say, leave of absence, for five years from the approaching Feast of All Saints; so that he was free to travel from August 3, 1590, to November 1, 1595. Even in those days of slow and decorous journeying, something considerable could be accomplished in that period. Moreover, there are other entries in the records indicating subsequent extensions of leave.

His mere travelling is not distinctive; it was not uncommon, as every one knows, for young men of position and competence to visit the Continent. Since the days of John Tiptoft, Earl of Worcester, whose classical eloquence issuing from barbarian English lips brought tears to the eyes of that enigmatical prelate Pius II. —since the days of Tiptoft, Free, and their companions, eager young Englishmen had visited the various Universities of Italy. What differentiated Moryson from the rest of these—students, MS. hunters, sightseers, or whatever they were—was his desire, apparently deliberate and strong at the time when he started on his travels, to study the customs and ways of Europe, and to make an ordered survey of the civilized States which he observed. He was, as it were, a political and social encyclopædist before encyclopædias were a drug in the market requiring advertisement like a pill or a soap.

The outcome of it all for ourselves was the compilation of his "Itinerary, or Survey of the Condition of Europe at the End of the Sixteenth Century." The first three portions were published in 1617. The "rest of the work," to which he refers in the preface to the other parts, was not published. The MS., by some at present unexplained means, came into the library of Corpus Christi College, Oxford. It was published for the first time by Mr. Charles Hughes, in 1903, under the title of "Shakespeare's Europe." The countries reviewed are the various States and nations of Europe in the sixteenth century, from Turkey in the east to Ireland in the west; though Mr. Hughes has not published the MS. in its entirety. It is not, it was never meant to be, a treatise on education. But in a general survey educational matters cannot be omitted. And, just because it is innocent of *parti pris*—beyond a very strong anti-Roman bias; for Fynes was a zealous Protestant—it is an interesting mine in which to dig for facts which may throw light on the state of learning and education then.

The moment was the end of the sixteenth century. In Italy the memory of the humanist schoolmasters is hardly so much as that. In France Rabelais and Montaigne are left behind.

In England Colet's school is carrying on the educational work which for so many centuries was to be a living witness to his educational zeal. Ascham is dead, "The Scolemaster" well known. Mulcaster is Head Master of the Merchant Taylors' School, recently founded; both his educational treatises are published. So much for the time, save that it should be added that in Germany John Sturm had died but recently; Ratichius was a youth; and the great Comenius, whose name until recently has been overshadowed by others in no way more deserving, was still a little boy. Fynes Moryson, in fact, was travelling through Europe in the midst of what we may call the educational post-Renaissance reaction, at a moment when humanism was caught between two contending floods of thought—the Catholic and the Protestant. It is a period which does not always receive just treatment, the interests involved being those which at all times have kindled the flames of human passion and have edged the weapons of human bitterness. Yet it is probably true to say that both of these schools of thought valued humanism, and equally true to say that both alike subordinated its interests to their own. The main aim of the Jesuits—the great educators on the Catholic side—no doubt, was the relief and buttressing of their own Church; yet an independent witness, or, at any rate, one who is not a Roman Catholic, Prof. Laurie, can say of them that they could "show as good a curriculum as the public grammar schools of their time." Any one who studies their minutely detailed method of education and instruction will probably admit that this praise is not excessive. Philip Melanchthon might be taken as a gracious, as a singularly favourable, example of the Protestant thought of the time. Of him M. Nisard has written: "Mélancthon conçut les lettres comme la religion; les unes doivent gouverner les actions dans la vie civile, comme l'autre doit gouverner la conscience dans les choses de la foi."

Melanchthon died at Eastertide, 1560; Fynes set out in 1590; and, as we shall find by a reference which the traveller makes to Wittenberg, Melanchthon's University, a serious departure from that love of reality, that search for underlying substance which had characterized the "Praeceptor Germaniae," had occurred: *

> For the students of Germany have little learning from private reading, but take the most part thereof upon trust or hearsay, from the lectures of these grave professors who dictate their lectures with a slow and tretable voice, which they write out word by word, their many pens sounding like a great shower of rain; and, if the professor utter anything so hastily that the students cannot write it, they knock upon the desks till he repeat it again more tretably.

(It is well to note that at the outset of his remarks on German Universities Fynes observes, "it were infinite to describe them all," and that he chooses Wittenberg as his instance "whereby the quality of the rest may be gathered"). Readers of Mr. Symonds's "Renaissance in Italy" will remember that this method of dictation by professors and eager transcription by their listeners was adopted in Italy in the early part of the fourteenth century.

> Scores of students, young and old, with nothing but pen and paper on the desks before them, sat patiently recording what the lecturer had said. At the end of his discourse on the "Georgics" or the "Verrines" each of them carried away a compendious volume, containing a transcript of the author's text, together with a miscellaneous mass of notes—critical, explanatory, ethical, æsthetical, historical, and biographical. (Vol. II., page 91.)

Such a course was not only justifiable, but seemingly inevitable, when MSS. were obtainable only at great cost, and often at the price of perilous journeys, with the addition of a long and diligent search at the end, and when, too, printing was in its infancy. But it was inexcusable at the time when Fynes could complain that the rawest efforts of ignorant children were printed and published—inexcusable, first, because it was unnecessary, and, secondly, because it was liable, indeed, almost certain, to kill individual efforts after reflection, judgment, and taste. It was, then, in Europe overtaken by that spirit of exhaustion which seems the natural sequence in human affairs of unusual activity and enthusiasm that Moryson found himself abroad. Plato, before whose bust men no longer lighted lamps, was supplanted in the Universities. Aristotle was the accepted "authority" there upon philosophy, an odd circumstance when we remember that he declared philosophy to have been born in wonder, a genesis rendering it not easily amenable to the rigid limitations suggested by authority.

The Catholic answer to the Reformation movement in Germany had been the retention of Italy and Spain, and the recovery of South Germany, together with a large part of France for the Papacy. The result of that in educational matters, secured by the educational activity of the Company of Jesus, had been the re-establishment of the theology of St. Thomas Aquinas, with some aftermath, it seems, of scholastic logic, not quite identical with that which Milton afterwards recommended as "Logic, and those organic arts which enable men to discourse and write perspicuously, elegantly, and according to the fitted style of lofty, mean, and lowly."

Partly from this retrogression, partly from waning enthusiasm, the European grammar schools suffered; where the classics were read they were studied without the light and glow with which the so recent dawn had in the fourteenth century flooded them. So far as we can discover from contemporary writers, or from later ones like Comenius, looking back regretfully, Latin grammar left to itself had become very dry bones, indeed, hardly virile enough to long for its Ezekiel, who, perhaps, has not shown his full power even yet. The strictures of Ascham, the wide scholarship of Melanchthon, the laughter of Rabelais, the humane pleadings of Montaigne, the practical, though crabbedly expressed, wisdom of Mulcaster, and, more vital in stimulus probably than these, the actual splendid practice of Vittorino da Feltre, were forgotten or ignored.

Moryson tells us more of Germany and its educational condition than he does of any other European country. When we recall the stress laid by Locke in the eighteenth century on the importance of a tutor (an idea which he borrowed from or shared with Montaigne), it is interesting to find that this matter attracts Fyne's notice directly he turns his attention to Germany and its scholastic methods.

> Most rich men keep also a private schoolmaster in their houses for their children, only to lead them daily to the public school and bring them back from thence, and to teach them at home such lessons as are given them in the public school, and to teach them good behaviour at home.

Neglecting the implication (which would have warmed the cockles of Locke's heart) that good behaviour is not to be learned at school, it is worth while to observe that German "thoroughness," which we are prone to consider a modern invention, was alive and exceedingly active at the close of the sixteenth century. When we think of them with a tutor to convey them to and from school, and to hammer in relentlessly at home the nails introduced by the master in school, it is hard, indeed, for us to conjecture how these much betaught children could exercise that precious faculty to which a writer in the *Standard* newspaper alluded when he observed that "the capacity of young persons in every rank of life to resist instruction and to forget can hardly be exaggerated."

And, moreover, age, years of so-called discretion, brought no immediate relief. These children grew to men's estate; they desired to graduate at the University. Then, says Fynes:

> They must bring to the Vice-Chancellor each one his private schoolmaster, to testify the course of his life for his study and manners, from his childhood to that day. For I have former said that in Germany the richer sort sending their children to school keep a private schoolmaster to attend them to school, and to instruct them at home, which schoolmaster they send also with them to the Universities, commonly giving him his diet and some fifty French crowns yearly stipend. If our rich men in England would take this care, and be at the charge with a private schoolmaster well chosen, their children would not lose so much time as they do, specially in the Universities, where our English parents seldom inquire after the diligence of tutors to whom they commit their children, and much less give them such competent reward for their pains.

This excellent method has been not unknown in England. Milton's father, not content with sending him to so good a school as St. Paul's, supplemented that teaching with the ministrations of a private tutor, the Rev. Thomas Young; and, if this clergyman did not go to Moryson's extreme length of accompanying his pupil to Christ's, yet a letter showing much warmer feeling than we might expect to flow from an undergraduate pen testifies to the youthful poet's affection for his old tutor.

Moryson is an observer, not a philosopher; he collects facts—heaps of them—but he does not reason from them to general principles. Whether or no he would have connected that

* In quotation, Moryson's spelling, except in one or two instances, has been modernized.

German precocity (which he condemns) with this system of intense and sustained supervision, he does not tell us; he contents himself with noting the facts, and censuring the custom:

Being yet without beards and of small knowledge, they make themselves known more than praised by untimely printing of books—published in their names. Young students who have scarce laid their lips to taste the sweet fountaynes of the sciences, if they can wrest an elegy out of their empty brain, it must presently be printed.

Perhaps, however, before we connect this youthful forwardness with the particular tutorial system of sixteenth-century Germany, we may reflect upon our own school magazines. Would Fynes have included them in the same condemnation with the brainless efforts of German boys? It is not improbable that some elements in these modern productions, to which certain teachers among us attach value, are really due to German influence; but, subtracting these, much that is as indigenous as it is raw and unpleasing remains.

As we read Moryson's account of contemporary University life at Wittenberg (his selected pattern of German Universities), we may infer from one remark that "residence" was not at that time a pre-essential to taking a degree:

Many in those parts send their children very young from the grammar schools to the University only to be thus salted or admitted, carrying them back to the grammar schools again till they be made fit to study in the University, or, perhaps, by private teaching inabled to come thither only to take their degrees.

This process of salting included a money payment by each of those admitted, the carrying out of certain ludicrous rites, and the putting and answering of questions, of which the following—which might have pleased Carlyle—shall be a sample:—"He saith . . . why is there no vacuity in the world, and whatsoever they answer, he replies with his reason, because all things are full of fools."

Fynes goes on to record another curious custom—the possibility of a money payment as an equivalent for non-attendance of lectures—curious because the punishment seems in no way "to fit the crime." The purpose of lectures, unless they be designed to provide a means of livelihood for those who otherwise might lack it, must surely be to offer matter of instruction to persons of teachable age. Now, the mere payment of money seems to contain an infinitesimal educational element. Moryson records the fact thus:

Masters and Doctors are promoted together twice a year, viz., some few days before Easter and a little after the Feast of St. Michael. A Dean governs (or his President) at the Promotion or commencement of Bachelors, but the Vice-Chancellor is President over that of Masters and Doctors. . . . Before which Promotion, the Vice-Chancellor takes the names of all that desire to take these degrees, who must bring to him a Testimonial from the Professor whose lectures they have heard for two years past, and he that cannot bring that Testimonial must pay about seven Dollars for Completion (as they call it).

This singular provision looks like an additional proof that the love of learning had chilled since the age of Erasmus and Melanchthon; that it had grown cold, therefore, in a single generation. Melanchthon's provision (made in consequence of the suicide of a student to whom a degree had been refused) does more credit perhaps to his heart than his head—he decreed that no applicant for a degree should be refused. His rider that the undeserving should be admonished to study better in future probably worked out as a counsel of perfection, when the degree had been obtained without any effort beyond a simple request for it.

But Moryson records arrangements even more disastrous to learning than that. "Sham Doctors" are not an invention of our own day; they flourished in the sixteenth century. "The Germans," he writes, "despise those who take degrees in Italy, and not without cause, the Italians themselves proverbially saying, 'We take money and send an ass in Doctor's habit to Germany.'" He attributes this state of things to the Papal custom of creating some of the chief Doctors "Counts Palatine," enjoying the privilege of creating Doctors by letters patent, "which," he adds, "often in base covetousness they confer for money upon most unworthy men." But he is fair enough to admit that the Emperor was no better in this respect than the Pope, since he conferred a similar privilege on German "Notaryes," who abused it, he thinks, as much as the Counts Palatine could. Alike of Italian and German "letters patent Doctors," he observes, "these are in reproach called Doctors of the Bulla or Seal, and both are despised in Germany by the graduates of the Universities."

We must not infer from this, however, that Moryson scorned the Italian Universities in all respects; indeed, his account of them (though in the order of his diary it does not come next) is as interesting as his remarks on Germany, though it is not so consistently complimentary. But then Germany was the home of the Reformation. In a few brief lines he gives a vivid, if not entirely accurate, account of the history of the progress and decline of learning in Italy:

Howsoever, learning in general came first from Asia to Greece, from thence to Rome, and so to the nations under that Empire, and that Rome long kept this glory in the freedom of that State, and then most when in the time of Augustus, about the birth of our Lord, that Empire most flourished. And howsoever no doubt the Italians naturally have strong wits to search into the depths of all sciences, yet within few hundreds of years by the inundations and invasions of barbarous nations that Western Empire in Italy being destroyed, learning was withal much defaced in Italy: and in the ages following by the Pope's nourishing of Ignorance as fit to advance his usurped power, Italy lost the glory of learning, wherein other Northerly and Western nations generally overtop them to this day.

A little further on he writes, though he cites no authorities for his rather sweeping statement:

The study of Divinity hath long time throughout all Italy been altogether exiled from the Universities in the Monasteries, where by the sloth and ignorance of Friars it long time rested, till the Reformation of Religion awaked them, since which time, and specially the Dominican and Franciscan Friars, and more especially the new order of Jesuits, have preached diligently, saying and writing as much as strong wits can say or write to maintain a bad cause.

Our traveller's anti-Roman bias seems to have assisted him not a little in composing this brief but comprehensive survey. Fynes hardly foresaw how widely Jesuit activity would spread, if we may trust the account which Father Hughes, S.J., gives of the historical and scientific work of the Order in his short life of Ignatius Loyola. Their observers were scattered throughout the world: at Ingolstadt, in China and Japan, in Siam, India and Thibet, in San Domingo—in all these places they worked and watched, and the results of their investigations were despatched to the college of Louis-le-Grand in Paris. Father Hughes claims that in mathematics, engineering, navigation, and military tactics members of the Order were to the fore. A Jesuit father's treatise on naval evolutions was used by European officers, English included, for at least a century and a half. Moreover, the present state of Italian science hardly justifies Moryson's cheerful faith that the glory of Italian learning was for ever eclipsed. But, in spite of this somewhat unaccommodating spirit which he shows at times, he is compelled to admit the existence of certain good points in the Italian Universities, among which he gives priority to Bologna and Padua. The first, as we know, was the oldest in Italy, dating from the twelfth century; while Padua followed hard on its heels, having been founded early in the next century, apparently with the main purpose of receiving some of the Bolognese professors whom political disorders had driven from their own University and town. From the first Padua leaned towards science, while jurisprudence was Bologna's glory; in the sixteenth century their fame still rested on these old foundations, for Moryson comments on the excellence of Padua's medical teaching, on the devotion of Bologna to canon and civil law.

He even goes so far as to allow that, in spite of limitations imposed by Papal ignorance and wickedness, the Italian Universities excelled the English in one point, viz., in the adequacy of the stipends provided for their professors. This is a theme on which he writes strongly, to which he returns more than once; and, speaking generally, not only of Italy, but of the other Continental Universities, he maintains their superiority in this respect over our own:

As I have formerly said of the Universities in Germany, so I must say of Bologna, and generally of the Universities of Italy, that they are generally well founded for stipends of Professors, some large and very rich, all competent to maintain them, so that they may give themselves wholly to the studies of their professions, and read diligently, orderly, and briefly to the best profit of their hearers, . . . whereas in our famous Universities of England, the chief Professors have small stipends, so as they cannot attend that work for seeking other means to main-

tain them. And the inferior public readers are chosen yearly among young men, who, having trifling stipends for that one year, read more for ostentation of their own learning, than for the profit of their hearers.

Then he proceeds to draw a conclusion which is very unsatisfying: "So as our scholars get their learning not by hearsay from their Professors as in foreign Universities, but by private study in their Colleges."

So little is he concerned to put forth a theory, that he loses this fine opportunity of comparing the two systems and claiming all that might be claimed for the system of original research. On the whole, however, from what he says here and elsewhere, he condemns the English method as unlikely to produce scholars; for how can Professors who, as he complains, are unable to do good work or carry on research because they must earn bread and butter turn their full attention to their pupils' needs? The point is interesting, first because it describes the present as well, or almost as well, as the past; and, secondly, because, though Fynes sees the fact clearly and appears to perceive its necessary results, yet, in that truly English spirit which still lavishes money on outward surroundings and equipment while it starves the teachers—the teachers who are to the system of education what the mainspring is to the watch, while housing may be compared in many, if not all, respects to its golden and bejewelled case—he congratulates himself on the "magnificall foundation" of Oxford and Cambridge, on the "more than twenty colleges" there, "stately built of freestone"; and, wandering about Europe, solaces himself with the remembrance of the "very convenient chambers" in general, with a back glance at his own in Peterhouse in particular, we may guess. He seems incapable of surmising that a University is not sufficiently glorified in these external possessions:

The two famous Universities of England (I may boldly say) excel all others in the world by many degrees. I mean not in the learning of Professors and Students wherein some nations and many particular men may perhaps challenge pre-eminence; nor mean I in the flourishing of all professions, whereof some, as viz., the study of Civil and Canon Laws, may seem more to flourish in other parts where the Professors of them are better rewarded, but I mean in the magnificall foundation of them.

He does not even lay the æsthetic unction to his soul that externals will produce the inner spirit of perfection. When a College Fellow can thus acquiesce contentedly in mental inferiority, provided only it be finely housed, what can be expected of the average of his country men and women?

We need not follow Moryson into every European country, though we may notice an interesting and enlightened custom which, according to him, obtained in the Netherlands. It may have sprung from that educational activity and zeal instilled by Gérard de Groote into the Brothers of the Common Life; however that be—and Fynes, as usual, contents himself with the fact, and inquires no further—he writes: "In each City they have an Hospital to bring up poor Orphans, whereof the best wits are sent into the University, the others put to trades." Such a plan might be useful in these days of the "educational ladder"; for, after all, a ladder's utility is restricted unless the right feet be started on its lower rungs.

Before leaving this entertaining gentleman, it seems right to give one more extract, if only for the sake of the series of shocks it must administer. He is speaking of the University of Paris. He says little, and that little is wonderfully untrue:

The University of Paris, in France, of all others in the world, cometh nearest to the said famous Universities of England, as, indeed, it was first founded in imitation of them by four monks, who having been in Oxford the scholars of Beda, an Englishman (so famous for learning as antiquity hath ever given him the title of Reverent [*sic*]), did in the time of the French Emperor Charles the Great begin to teach at Paris and moved the French to found that University.

It is somewhat difficult to know where to begin to correct this *farrago*. The notion of the great Northumbrian seventh-century monk teaching at Oxford is as startling as his title of "Reverent"—not taken from his plain oblong tomb in the Galilee Chapel of Durham Cathedral. Bede himself tells us he spent his whole life after the age of seven in the monastic foundations dedicated to SS. Peter and Paul at Wearmouth and Jarrow. The first written statutes of the University of Paris bear the date 1208, at which time there was no rector. No credible witness seems to put the date of the foundation of the University of Oxford earlier than the twelfth century, though the "Oseney Chronicle" shows the existence of an organized system of teaching there in 1133. Still, the fact that Fynes is hopelessly entangled when he writes of bygone matters is no sound proof that he is an untrustworthy witness of things actually passing under his eyes and hands.

From what he saw and recorded we gather an impression of University education in Europe which is not particularly stimulating, and we find, curiously enough, no mention by name of great schools, of successful schoolmasters, or of learned men. Doctors of Divinity and Vice-Chancellors flit about the pages; yet they seem to possess no names by which we might recognize them. And a Fellow of Peterhouse, one would suppose, could have provided himself with introductions. How different in this respect are the "Letters" of Erasmus, penned as he, too, wandered from place to place, suffering giddiness and nausea from ill-managed stoves, and nameless qualms and horrors from Lenten fish and sour wines, as it was brought ever nearer home to him, in his own quaint phrase, that his heart was Catholic and his stomach Protestant! How full his pages are of personal details concerning scholarly and pedagogic friends, about their homes, their ways of life, their hospitality, their ideals!

The general impression which Fynes's account leaves is of a flagging after a tremendous outburst of enthusiasm, of stagnation awaiting some new awakener. Yet, in truth, here was a real instance of *reculer pour mieux sauter*—a leap which is not yet wholly accomplished. Whilst Fynes Moryson was wandering about Europe, writing down his travel-notes, another Englishman, as greedy as—no, far more greedy than—he for facts, and endowed, besides, with the philosophic mind, was preparing to launch that leavening idea which is still transforming European education. When Bacon spoke of "restoring to its perfect and original condition that Commerce between the Mind of Man and the Nature of Things which is more precious than anything on earth," he was, perhaps, referring to some golden age which had, in fact, never existed for mortal men. But we need but amend the phrase, need but change the idea of a lost past into that of an assured future.

The interpretation of "the manifold of sense" by the right application of the human mind to it—that was the idea awaiting jaded Europe—Bacon's idea, which a long line of educators have handled, now in this fashion, then in that, and often without enough, sometimes without any, recognition of the hole of the pit from whence they digged it.

It was this "great consummation" which Wordsworth, too, desired to "chant in lonely peace." In the contemplation of it, to say nothing of its attainment, perhaps his loneliness might still be not intolerably infringed. If we regard the state of education to-day, and listen to the strife of tongues, as sundry pedagogues struggle each to apply his own axe to the grindstone, we shall be justified in longing for the coming of another poet, this time not merely to tell us, but to convince us—

> How exquisitely the individual Mind
> (And the progressive powers perhaps no less
> Of the whole species) to the external World
> Is fitted: and how exquisitely, too—
> Theme this but little heard of among men—
> The external World is fitted to the Mind.

GERALDINE HODGSON.

IN A BAVARIAN CONVENT SCHOOL.

THE other day among a pile of old papers I came upon an exercise book written in a large, childish hand. In the corner of the front page was the name "Paula Michel," and beneath it, in big ornamental letters, the words, "mit Gott."

Where are you now, I wonder, my charming little Bavarian pupil? Have you kept the springy step, the bright, eager eyes, and the simple, engaging manner? Or have you settled down into a prosaic German housewife, jingling a huge bunch of keys? No, I think there has hardly been time for that. After all, it is only a few years since I left Bavaria, though the contrast with London life makes it seem so long ago.

Very far off, too, it seems—the pretty, foreign town, with its

quaint, narrow streets and silvery river, winding through green meadows on the outskirts. I remember the great square castle built by a mad King of Bavaria. Long untenanted, it wore an air of mystery, especially on dark winter evenings, when one could almost imagine ghostly lights flitting from window to window.

The convent stood in the very middle of the town—a matter somewhat to be regretted on a hot summer day, for the "gentlemen of the post office" would send across and ask us to shut the windows of the music rooms because the sound of the practising disturbed them at their work. I do not think their duties were very arduous. They used often enough to come to the door between ten and eleven in the morning to watch for the arrival of the mail coach—that wonderful coach driven by a still more wonderful coachman, clad in a bright blue jacket with silver buttons, white breeches, and a tall, shiny black hat. "Ta-ra-la, ta-ra-la," how gaily he used to wind his horn!

There were many sights to be seen from the convent windows, and, though we were not supposed to lean out, I am afraid some of us often transgressed the rule. I, for one, used to peer most curiously into the *Bierbrauerei* opposite, much frequented by students, and at night I would lie awake and listen to their singing. On market days the square was thronged with country people from the outlying villages. They came with their light two-wheeled carts drawn by oxen, and they piled their produce in neat little heaps by the side of the pavement. Carnival time, however, was our special joy. Then you could not even approach a window without catching sight of a score of strange figures, and the noise from horns, whistles, and roundabouts was truly exhilarating. Yet even in this cheery little town sad things happened sometimes. Now and again one might see a surpliced priest pass down the street preceded by boy acolytes bearing a crucifix draped in black, and lighted candles. This meant that some one had died, and was about to be escorted to his last resting-place. Our children would cross themselves devoutly at the sight, and whisper a prayer for the departed soul, but I fancy death had no great terror for them. During my year at the convent an old nun died. The children went by twos and threes into the room, knelt down reverently for the space of a minute and then slipped out again. At night, passing along the corridor, an elder girl reproved a little one for laughing too loudly: "Hush, you forget! you'll disturb Fräulein Anna." She was still "Fräulein Anna" to them, so unlike were they to that London child who was heard declaring in a tone of triumph that she had been "to see the corpse at Rose's house."

One of the things that impressed me most when I first arrived in Bavaria was the early hour at which everybody got to work. Most of the middle-class children of the town (between two and three hundred) came to our school, and they were all in their places in chapel by 7.15 in the morning. The boarders rose at 6.30 and breakfasted at 7—the usual Continental breakfast of coffee and rolls. After Mass, they went into class for two hours, and at 10 there was twenty minutes' break for lunch, which consisted of milk and rolls. Then school again till 12, and at 12 dinner—the principal meal of the day. We had soup, meat, vegetable, and some kind of pudding or sweet, and almost every one, even the youngest, had a glass of the delicious and wholesome Bavarian beer. After dinner, in winter, the boarders went for a walk till 2; in summer they stayed in the garden and took their walk in the cool of the evening. There was afternoon school from 2 to 4, and from 4 to 5 recreation. Then came supper—a fairly substantial meal of soup, meat, and vegetable—another hour's recreation from 7 to 8, and at 8 prayers and bed.

There were some thirty girls to a class, and each lesson lasted from fifty minutes to an hour. They had a lesson in arithmetic or mathematics every day, and every day a lesson in French. English was an extra subject, and they looked upon it more as we look upon German. In addition to the above they learnt, of course, history, geography, grammar (these very thoroughly), and a science which admitted of experiments, such as chemistry. In accordance with German tradition, needlework of all kinds received a great deal of attention. Most of the girls, though not all, learnt music, and they were all taught at least some freehand drawing.

The more advanced lessons in certain subjects were given by professors from the town; but the nuns themselves were excellent teachers. Those who taught taught by vocation, and they spared no trouble in preparing and giving their lessons. The Order had also charge of the communal schools for girls and infants; and all the schools, higher as well as lower, were under Government inspection. It may here be noted that education in Bavaria is strictly denominational. I remember remarking in the rules of a girls' public high school that the pupils were required to attend Mass on Sunday at their parish church, and that those who were Protestants must put in an appearance at their corresponding place of worship. The paternal interference of public authorities in Germany would not be tolerated for an instant over here. I was once talking to a nun about theatre-going on Sunday. "We do not think it right in England," I said. "But Sunday is for rest and recreation as well as for devotion," she answered. "God knows very well that we are not capable of praying all day," adding naïvely: "Besides, our Government would not allow the theatres to be open if it were wrong." Happy country, where such confidence may be placed in the moral judgment of the legislators!

At any rate, the convent boarders did not suffer from dullness on a Sunday. High Mass was at 8, Vespers at 2. They had a drawing lesson in the morning and a French conversation class in the course of the afternoon. This last they specially enjoyed, because the teacher used to tell them stories or read aloud slowly from a French book, simplifying the words where necessary. At 4 o'clock they changed back to their everyday clothes, so that they might enjoy a good romp at the evening recreation. This little regulation somewhat amused me at first.

The children were, on the whole, decidedly good. One could absolutely rely upon their word, and I have never been in a school, either in England or in France, where the standard of truth and honour was higher. Generally the chief fault one had to find was that they were inclined to be restless and excitable. I remember a memorable history lesson, at the close of which some question arose as to the relative merits of Prussia and Bavaria. Some of the boarders were Prussian, and they raised a lusty cry of "Preussen! Preussen!" The others responded with a ringing "Baiern!" and for a few minutes the class was in an uproar. I must say that I found Bavarians, as a rule, very proud of, and loyal to, the German Emperor, and in this case at least Home Rule seems to answer.

It was one of my duties to talk French and English with the girls, and in this way I came to know them pretty well. It was up-hill work at first; but by the end of the year they became so far familiarized with the sound as to be able to understand most of what was said to them in English, and in French they were still more advanced. Many little instances of their anxiety to please the stranger occur to my mind. One day they went on an excursion up into the hills. It was a long, tiring walk, and I did not accompany them. "It is a pity you will miss the famous strong cheese and the black bread the peasants make up there," they remarked; and I laughingly assented. During grace in the refectory that evening I noticed one of the girls struggling with her packet. At last she succeeded in drawing forth a large and greasy newspaper parcel, which proved to be cheese and bread she had brought home for me. "Famous strong cheese" it was indeed! A mouthful of it was quite sufficient, and it scented the whole refectory. Not to appear ungracious, I took it up to my room and put it outside on the window-ledge for the night. Here it was found by a lay sister in the morning, and she, careful to avoid waste, gave it to the poor.

We had several little Jewesses in the school, and these often accompanied us on picnic excursions. They used to bring their own specially prepared food in small baskets, and the other children, who made great pets of them, would look on with undisguised interest when they unpacked and ate it. I never heard of any case of proselytizing. "I know my child is safe with the sisters," a Jewish parent said. If the nuns possessed the confidence of the parents, they certainly had the gift of winning that of their pupils to an unusual degree. This was largely due, I think, to their cheerfulness (that quality which so appeals to children), and also to the ready alacrity with which they entered into all the little plans, pleasures, and troubles of those in their charge. How many hours, for instance, did not Fräulein B. devote to coaching the girls for their theatricals! It was not *her* fault if, on the eventful day,

the good sister who had been entrusted with the prompting rushed on to the stage in the middle of the grand dinner scene and helped to clear the table. This sister was of a naturally impatient disposition, and when the young actors did not get on quickly enough she came to their assistance, quite forgetting that it was a performance, and not a rehearsal. Needless to say the audience greeted the advent of this novel domestic with a vociferous cheer; the Mayor, in particular, thumping as hard as he could on the floor with his gold-headed cane.

Those of the nuns who had no vocation for teaching or who had not passed the requisite examinations were occupied in the domestic work of the school—in the kitchens, infirmary, washhouses, &c. Some of them were the equals in birth and intelligence of those who taught, but others were simple peasant women, and many a pleasant hour have I passed with these sisters during their recreation. One of them called me into the kindergarten one evening after the children had gone. Until she entered the convent she had lived in a little Bavarian village, and her strong, active frame and ruddy face still bore witness to her country upbringing. "Look," she said, suspending her sweeping operations to point with the broom to a picture of Adam and Eve, "what is that about?" I replied in faulty German, but to her evident satisfaction. "And that?" pointing to a representation of Abraham about to sacrifice Isaac. Again I replied correctly. "Gott sei Dank!" she exclaimed, with a beaming countenance, "you do know something, though you are English!" Evidently the inhabitants of our favoured island appeared to her somewhat in the light of barbarians, but the nuns were not all so naïvely untravelled. Many, indeed, were charming and cultured women, capable, like St. Teresa, of giving the soundest advice in delicate secular matters. I remember one of them, who knew our country and literature well, confiding to me her admiration for the "Pickwick Papers." It surprised me at the moment, though not on second thoughts. After all, why should not a religious have the sense of humour?

The prevailing note of the school was cheerfulness. Mealtimes, in spite of the French and English conversation (which, by the way, was not too strictly enforced), were specially hilarious. During my term of residence, the vagaries of a Belgian girl (our one foreign boarder, as it happened) added largely to the merriment of the school. Accustomed to Brussels, the little country town seemed to her scarcely better than a village. "Quel désert!" she confided to me. "One could quite well go out *en chemise* for all the people there are about!" Yet she got accustomed to this "desert," in the end, and even came to love it. The one thing she never could get accustomed to was Bavarian cooking, especially their way of preparing certain vegetables. "You do not like vegetables?" inquired the puzzled nun in charge of the refectory. "Gemüse, ja," was the prompt rejoinder in broken German, "aber Kaninchen Gemüse nicht" ("Vegetables, yes, but not rabbit-vegetables"). "Kaninchen Gemüse" was a name that stuck to that particular dish for many a long day.

One can scarcely write about a convent school without saying a few words as to the religious training of the children. This was to a great extent indirect. Bavaria is perhaps an exceptional country. Not only at school, but for the most part also at home, the children are brought up in an atmosphere of simple faith and piety. A child of the town took me at Christmas to see a representation of the Crib in one of the churches. It was on a very diminutive scale, arranged on a window ledge covered with artificial moss, and it looked crude indeed to London eyes. My little companion gazed at it silently for a few minutes with tears in her eyes, and then said in a tremulous whisper:—"Ah, you can have nothing so beautiful in your country, I am sure!"

The direct religious instruction was given by the convent chaplain in the shape of an hour's Catechism to each class about four days a week. "Catechism" on the Continent is a wide term, and his lessons were not only lectures on the doctrine and practice of the Church, but embraced the smallest details of the children's everyday life at home and school. He was a good man and a kind, and understood children. A year or two ago he entered the Benedictine Order. Once only I saw him really angry, and that was when some of the richer girls had been criticizing the clothes of their less fortunate schoolfellows. I am glad to say that his indignant words put an end for the time being to this most detestable form of snobbishness.

It was with a feeling of deep regret I said good-bye one early summer morning to the friendly little old-world town whose people had not yet lost their gentle manners and simple child-like hearts. A group of day girls came to see me off and they brought me a magnificent bunch of flowers for a parting gift. As the train steamed slowly out of the station, they ran by the side of the carriage to the very end of the long platform. And even now, as I lay down my pen their parting cry rings in my ears:—"Auf wiedersehen! Auf wiedersehen! Pray for us—and don't forget the pictorial postcards." E. M. WALKER.

FREE SECONDARY EDUCATION IN NEW ZEALAND.

By JOHN H. HOWELL, B.A., B.Sc.

NEW ZEALAND, already well known as a ground for political experiments, is about to try an educational one which will probably entail reorganization of all her public secondary schools. The energetic Premier, Mr. Seddon, recently undertook the portfolio of Education in a new Ministry, and it is his handiwork which is just now causing much discussion in the educational circles of the Colony. Mr. Seddon first formulated a scheme allowing free secondary education to all pupils in the primary schools who possessed certain qualifications. To meet the expense of this, it was at first arranged that each school adopting the scheme should receive a Government grant of £5 per annum for each free pupil. Since the average annual cost of secondary education in New Zealand is about £13 per head, it is no matter for surprise that only two of the larger schools, the Otago High School and Nelson College, agreed to the proposal. Determining not to be thwarted thus, Mr. Seddon carried the Secondary Schools Act through Parliament. By this all children who have passed certain examinations are entitled to receive free places in a secondary school. The governing bodies of these are allowed to choose between the following alternatives: Either to give free places to all pupils entitled to the same, receiving a Government grant of from £4 to £10. 15s. (according to the net income of the school) for each such pupil; or to offer scholarships of a total annual value equal to one-fifth of the net annual income derived from endowment. In this case no grant would be given.

A brief explanation of the constitution of the schools in New Zealand under consideration will enable the situation to be better understood. The public secondary schools are twenty-one in number, and of these Wellington College, the Auckland Grammar School, Nelson College, the Christchurch High School, and the Otago High School are considerably the largest. In addition to these there are the well known Christ's College, Christchurch, and the Collegiate School, Wanganui; but, as these are supported partially by ecclesiastical endowments, they are outside the Act. The public secondary schools were in general founded and liberally endowed by the old Provincial Governments, and when this provincial system was abolished and the Government centralized in Wellington, these still retained their separate governing bodies and remained practically independent of the central educational authority. It is true that the Inspector-General periodically visited these schools, and reported upon them; but, since no part of their revenue was derived from the Government, it had no voice in the determination of the character of the education given. This has been in reality under the absolute control of the New Zealand University. Every year the University awards about fifteen scholarships of the annual value of £50, and it is the syllabus of this examination that has dominated the curriculum of the large secondary schools. The character of this domination may be gathered from the fact that for the purpose of the scholarships the maximum given to Latin alone is 1,500 marks; to mathematics (including arithmetic, algebra, geometry, and trigonometry) the same; to English, German, Greek, and science, 1,000 each; to French, history, and geography, 750 each. How many of our most distinguished scholars and scientists would have been able to gain a University scholarship under such conditions? Up to the present, therefore, in these schools the education has been of a general character, a certain

prominence being given to the study of Latin ; but no attempt at specialization has been made, although the age in the highest form reaches nineteen. Science, to which much and often undue prominence is given in modern English schools, is (with one or two exceptions only) relegated to the background ; and the equipment for practical work is extremely poor. Indeed, it seems to be the general opinion that practical work is only necessary or advisable for the senior pupils, and even by these it has in some schools to be done out of hours, if at all. Under the present Government, however, the constitution of the University has been greatly changed, and it is to be hoped that this will be accompanied by a corresponding change in its ideas and aims.

The new Act clearly defines the curriculum for the free scholars, and, since the majority of the scholars will be free in all schools which accept the first alternative, this means that the lower division of each school must be modelled on this plan. The nature of the work demanded by the Government from the lower classes of the secondary schools is shown by the fact that, while Latin is optional and not more than one foreign language may be taught, either manual training or a science subject is compulsory. No serious objection can be raised to a curriculum such as this ; but the change, nevertheless, threatens seriously to impair the efficiency of the education given. Even in the past the lower classes in the larger secondary schools of New Zealand have been in general much too large. Now that the number educated is to be greatly increased, while the cost of education per pupil has to be considerably diminished, the necessary economy will almost certainly be effected by enlarging the classes. Something may be attempted in the way of cutting down salaries, but not much can be expected from this ; for salaries are already so low compared with the cost of living that, as it is, there is hardly sufficient inducement for competent men to follow the profession.

As was to be expected, a change such as this, which transfers in large measure the control of secondary education to the Government, has met with great opposition. Some schools have for the time escaped this control by adopting the second alternative and adding to the number of scholarships. This may mean only an addition of about five scholars, and for the present these schools will proceed on the old lines. Rumour has it, however, that Mr. Seddon proposes, in such cases, to make use of the powers given him under the new Act to establish "district high schools," corresponding to the English higher-grade schools, where pupils entitled to free places may receive their education. If this is done, the rival secondary school may consist of scholarship holders only.

There is considerable difference of opinion in New Zealand as to the effect of the Act on the schools and their scholars. Sir G. Maurice O'Rorke, Chairman of the Auckland Grammar School, recently expressed the fear that he might have to attend the funeral of the school that he had cradled. A new land is very plastic, however, and recovers, like a savage, speedily from an injury. If the Secondary Schools Act show failure in working —and what Act does not?—the mistakes will probably be remedied in New Zealand more quickly than they would be at home.

FRENCH AND ENGLISH HISTORIANS.*

THE introduction of a hundred and twenty-eight pages by Prof. Jullian lifts this little work above the category of ordinary school books. A review and criticism of history in France during the nineteenth century, by the editor of the works of Fustel de Coulanges, the author of "Vercingetorix," which gained the "grand prix Gobert" in 1903, and of "Gallia," crowned by the Academy, is sure to be worth reading, even by those who have long left their school days behind them. Never had French history fallen so low as at the beginning of the nineteenth century. The labours of the Benedictines, the old chroniclers of mediæval France, even the *mémoires* of which France is so justly proud, were either neglected or forgotten. Instead of these prevailed a bombastic pseudo-classicalism, devoid of all true historical knowledge. It is the story of the rise of history from this slough of despond—from Chateaubriand to Renan ; from Thierry and Guizot to Fustel de Coulanges and Taine—of which Prof. Jullian gives us here a most interesting survey and commentary.

We cannot read these pages without a mental comparison of the course of historical writing in France and in England. The return to juster notions of mediæval history was unconsciously inaugurated in France by Chateaubriand, in England by Sir Walter Scott. And here at once we see the different parts played by historians in the two countries. Sir Walter Scott had little share in the politics of his day. Chateaubriand was a salient figure in the political history of the Restoration, still more so in its society. His fame has fully equalled his merits. As M. Jullian observes: "Chateaubriand est, dans notre littérature, celui qui a trouvé le moins d'ingrats." Still more marked becomes the contrast in the reign of Louis Philippe. Guizot and Thiers, the most prominent historians, were also the most prominent statesmen and parliamentary leaders. Thiers will have a name in history, even if every word of his writings should be forgotten. Macaulay and Grote played no such part in England. Yet, when dealing with Michelet, Quinet, and Louis Blanc in 1848, we read: "On se disait prophète en ce temps-là comme on se dit socialiste de nos jours." "On était prophète à tort et à travers, Quinet comme les autres." Is not this the tone also of Carlyle, of Froude, of Kingsley, and others of that date? Then how great the pre-occupation of present politics has been in the writing of history in France! "Tous les partis, tour-à-tour, demandaient à l'histoire de confirmer leurs théories ou de justifier leurs revolutions." And then the consequences of this immixtion of present-day politics with the writing of history, "sur la vie et les œuvres de nos écrivains":—"Il n'est aucun d'eux qui n'ait eu à souffrir ou à s'inquiéter de nos désastres et du changement du régime." Of all the chief historians of France from 1830 to 1870, Mignet seems to have been the only one who had not to suffer, at one time or another, from the changes of political power.

Yet, through all these revolutions in political power, the progress of the more scientific methods of writing history has been almost parallel in both countries. There was, first, the picturesque narrative of Thierry and Barante and Lamartine. Then, when the deficiencies of this method became patent, began the study of documents, the republication of the old chronicles of France by Guizot and others and the foundation of the Ecole des Chartes, and the publications of the Record Office and of the Historical Commission among ourselves. A wholesome rivalry in archæological exploration and research ensued, especially in Egypt and the East, and the establishment of the schools of Rome, of Athens, of Cairo, in which France was the foremost. For a while, in both countries, everything was explained by racial and ethnological influences—by that of the Celts in Henri Martin's works, of the English in Freeman's. Then there was the psychological and symbolic school of Michelet and Quinet, the search for the *âme de France*, which has found but a faint echo in England, unless it be in the Irish Celtic school of the present day. The calmer study of institutions and constitutions was taken in hand by Tocqueville and Fustel de Coulanges, by Hallam, Stubbs, Gardiner, and Maine among ourselves. Taine, who represents a conservative reaction, like Buckle with us, would interpret everything *quasi*-scientifically by laws of environment and heredity ; but the theory fails when we see the same movement produce the same results in nations of very different environment. Renan and Matthew Arnold represent the small, but perennial, school of esoteric philosophers and thinkers to whom the outer world are barbarians and Philistines, and who write for the elect only. But now these lower barbarians are rising to political power, and clamour to be heard. Sociology, the tenure of property, the distribution of wealth, and the part of the State therein force themselves more and more on the attention of the historian. The problems of colonial government, of the treatment of subject and inferior races, the difficulty of determining where the ruling power in any country, as distinguished from the nominal and formal, really lies—all this makes the task of the historian vastly more complex and more difficult. Historical writing of any value can now hardly be

* "Extraits des Historiens Français du XIXe Siècle." Publiés, annotés et précédés d'une Introduction sur l'Histoire en France par Camille Jullian. Pp. cxxviii, 684. Troisième édition revue. (Hachette et Cie., Paris, 1904.)

only the by-product of any man's life. It is not probable that the historian will again attain the place in practical politics of Guizot and Thiers under Louis Philippe, or even the State favour and control of Duruy under Napoleon III.

One fact stands out as a corollary of this survey. However little he may be conscious of it—however patriotic or original or independent a historian may be—he still undergoes the influence of that mysterious thing which we call "the spirit of the age." That this should direct the course of events we can understand—it is only another expression of the same thing; but that the ideals, the methods, the treatment of the historian—often his very style—should be thus controlled is more curious. Yet so it is: the historian must clothe himself in the fashion of his age, or he remains a mere wonder and a paradox.

FRENCH AS SHE IS RENDERED.

THE following is a *cento* from versions of a passage recently set to the highest forms in public schools for girls and for boys. Some of the "howlers" were peculiar, but most were of frequent occurrence. They testify not so much to "ignorance, sheer ignorance," as to the "evil wrought by want of thought."

THE SINGING-MASTER'S CHOICE.

Le maestro forcé par trois fois de retomber sur la banquette après s'être levé pour partir, mais calme et impassible comme un coquillage bercé et endurci par les tempêtes,

The major-domo forced three times to fall to again to the banquet which he was so reluctant to leave, but calm and cool as a cock which has braved the tempest and the storm,

se fit longtemps prier pour dire laquelle de ses élèves méritait les éloges dont il était toujours si avare, et dont il venait de se montrer si prodigue.

offered up a long prayer before pronouncing which of his pupils deserved the eulogy of which he was always so avaricious and had just shown himself such a glutton.

Enfin, cédant comme à regret à des prières que provoquait sa malice, il prit le bâton doctoral dont il avait continué de marquer la mesure, et s'en servit pour séparer et resserrer sur deux files son troupeau indiscipliné.

At last regretfully yielding to the prayers which stirred his bile he took the master's cane, which always marked the measure of his wrath, and used it to separate the boys and girls of his unruly troupe.

uis avançant d'un air grave entre cette double haie de têtes légères, il alla se poser dans le fond de la tribune de l'orgue, en face d'une petite personne accroupie sur un gradin.

Then advancing gravely up the double hedge of light-haired children, he sat down on the judgment seat in front of a little person who was pouring over her gradus.

Elle, les coudes sur ses genoux, les doigts dans ses oreilles pour n'être pas distraite par le bruit, étudiait sa leçon à demi-voix pour n'être incommode à personne, tortillée et repliée sur elle-même comme un petit singe;

She with her elbows on his knees and her fingers in her own ears, in order not to be distracted by the noise, studied her lesson in half tones so as not to incommode a person, questioning and answering herself like a little singer;

lui, solennel et triomphant, le jarret et le bras tendu, semblable au berger Pâris adjugeant la pomme, non à la plus belle, mais à la plus sage.

he solemn and triumphant holding his garter on his arm, like a Paris orchard-keeper, eying his apples not in the most elegant manner, but the most knowing.

G. SAND, "Consuelo."

BOOKS OF THE MONTH.

Calendars.

University of Leeds, 1904–5. Jowett & Sowry (Leeds), 1s.
Durham College of Science, 1904–5. Reid & Co. (Newcastle-on-Tyne), 1s.
Calendar of the Glasgow and West of Scotland Training College. The Secretary, Glasgow, 1s.
Oxford University. Programme of Special Studies, 1904–5. Clarendon Press, 6d. net.

Chemistry and Physics.

Practical Chemistry. By P. A. E. Richards. Baillière, Tindall, & Cox, 3s. net.
Practical Physics. By Rev. J. F. Tristram. Dent, 1s. 6d.

Classical.

Source Book of Roman History. By D. C. Munro. Heath & Co., 5s.
The Empire of Athens from Thucydides. By John M. Sing. Rivingtons, 1s. 6d.
Plato: The Phædo. By Harold Williamson. Macmillan, 3s. 6d.
Chambers's Latin Dictionary. 2s. net.
Ovid: Tristia I. By G. H. Wells. Blackie, 1s. 6d.
Exercises in Latin Prose. By G. G. Ramsay. Parts I. and II. 1s. 6d. each. Clarendon Press.

Commercial.

Modern Commercial Practice. By F. Heelis. Macmillan, 2s.
Meaning and Practice of Commercial Education. By Cheesman A. Herrick. Macmillan, 5s. net.
Commercial Correspondence. By Carl Lewis Altmaier. Macmillan, 3s. 6d. net.

English Readers, Annotated Texts, &c.

The Use of Words. By Georgina Kinnear. John Murray, 1s.
Shakespeare: Hamlet. By Stanley Wood and Rev. F. Marshall. G. Gill, 1s. 6d.
New Era Geography Reader. Sir Isaac Pitman. 1s.
The Masters of English Literature. By Stephen Gwynn. Macmillan, 3s. 6d.
Lamb; Selected Essays. By G. A. Wauchope. Ginn & Co., 2s. 6d.
"Ludgate Supplementary Readers."—Heroes of Industry. By Frances E. Cooke. Routledge, 1s. 6d.
Dent's First English Book. By Walter Rippmann. 2s.
Cambrensia: Reading Book for Welsh Schools. By W. Jenkyn Thomas. Edward Arnold, 1s. 6d.
Teaching by Picture: the Pernot Method—English. By Pernot and Akehurst. A. Owen & Co., 3s. 6d.
English Poetry for the Young. By S. E. Winbolt. Blackie, 1s.
English School Texts. Edited by W. H. D. Rouse. Dickens: Christmas Carol. Washington Irving: Companions of Columbus. Defoe: Journal of the Plague. Richard Hawkins: Voyage into the South Seas. Blackie, 8d. each.
The Jack Readers: Learning to Read, 3d. Book I., 8d. Book II., 10d. Book III., 1s. T. C. & E. C. Jack.
Class-Work in English. By Matthews. 3 parts, 2d. each. T. C. & E. C. Jack.
Dent's Shakespeare for Schools: Merchant of Venice. 1s. 4d.
Selected Poems: Gray, Burns, Cowper, Moore, and Longfellow. By H. B. Cotterill. Macmillan, 1s.
Common Things. By Joseph Hassell. Blackie, 3s. 6d.
Carmelite Classics.—Milton: Comus. By C. T. Onions. Chaucer: Prologue to Canterbury Tales. By C. T. Onions. Horace Marshall, 6d. each.
The Jack Historical Readers: Roman and Saxon England. By C. F. Hayward. T. C. & E. C. Jack, 1s.
Nelson's Junior Supplementary Readers.—All the Year Round, Books I. and II.; Stories from Grimm, Books I. and II. 6d. each.

Geography.

Historical Geography of the British Empire. By Hereford B. George. Methuen, 3s. 6d.
Synthetical Maps. By W. R. Taylor. United States, Eastern Section; Dominion of Canada; Basin of the St. Lawrence; United States. A. & C. Black, 1d. each.
Elementary Class Book of Physical Geography. By Hughes and Gregory. G. Philip, 1s. 6d.
Britain on and beyond the Sea. Handbook to Navy League Map. By Cecil H. Crofts. W. & A. K. Johnston, 1s. 6d.
Skerry's Physical Geography. Simpkin, 1s. 6d. net.
The World and its People: The British Isles. Nelson, 1s. 6d.
New Era Geography Reader: The World. Sir Isaac Pitman & Sons, 1s. 10d.

History.

History of Ancient Egypt. By Percy E. Newberry and John Garstang. Constable, 3s. 6d. net.
Elementary American History. By D. H. Montgomery. Ginn & Co., 3s. 6d.
Synopsis of English History. Oliver & Boyd, 6d.
Landmarks of European History. E. H. M'Dougall. Blackie, 3s. 6d.
Primer of General History. Part I., Ancient History. By W. H. Salter. Horace Marshall, 2s. 6d.
The Ancient World. By E. M. Wilmot-Buxton. Methuen, 3s. 6d.

Mathematics.

Plane Surveying. By S. M. Barton. Heath & Co., 6s.
Trigonometry for School. By Borchardt and Perrott. G. Bell, 4s. 6d.
Elementary Algebra. By Baker and Bourne. G. Bell, 4s. 6d.
Advanced Course in Algebra. By Webster Wells. D. C. Heath, 6s. 6d.
Elements of Trigonometry. By R. Lachlan and W. C. Fletcher. Edward Arnold, 2s.
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Preliminary Practical Mathematics. By S. G. Starling and F. G. Clarke. Edward Arnold, 1s. 6d.
School Geometry. By H. S. Hall and F. H. Stevens. Macmillan, 4s. 6d.
New School Arithmetic. By Charles Pendlebury and F. E. Robinson. Complete with or without answers, 4s. 6d.; or in two parts, parts, 2s. 6d. each. Answers alone, 6d. Examples separately, with or without answers, 3s.; or in two parts, Part I., 1s. 6d., Part II., 2s. G. Bell.
School Geometry. By Hall and Stevens. Part VI. Macmillan, 1s. 6d.
Modern Geometry. By G. A. Christian and A. Pratt. Allman, 2s. net.
Preliminary Geometry. By Rawdon Roberts. Blackie, 1s.
Solutions of Examples in Hall's Graphical Algebra. Macmillan.
New Geometry for Beginners. By Rawdon Roberts. Blackie, 1s. 6d.
Elementary Plane Geometry. By V. M. Turnbull. Blackie, 2s.
Elementary Pure Geometry with Mensuration. By E. Budden. Chambers, 3s.
Easy Exercises in Arithmetic. By W. S. Beard. Methuen, 1s. 3d.
Practical Geometry with Mensuration. Oliver & Boyd, 1s.

Miscellaneous.

The Burns Country. By Chas. S. Dougall. A. & C. Black, 6s.
Thackeray: Travels in London, &c. Macmillan, 3s. 6d.
De Tocqueville: L'Ancien Régime. By G. W. Headlam. Clarendon Press, 6s.
The Crossing. By Winston Churchill. Macmillan, 6s.
Sixty Jane, &c. By J. L. Long. Methuen, 6s.
A Modern Legionary. By J. P. Le Poer. Methuen, 6s.
The Herons' Tower. By Emily Gerard. Methuen, 6s.
Early Days at Uppingham under Edward Thring. By An Old Boy. Macmillan, 3s. 6d. net.
English Men of Letters Series.—Maria Edgeworth. By Hon. Emily Lawless. Macmillan, 2s.
Popular Guide to Norfolk. By William A. Dutt. Methuen, 6d.
Oxted, Limpsfield, and Edenbridge, with their Surroundings. Homeland Association. 6d. net.
Cassell's Magazine, Dec. 1903–May 1904. 5s.
Poems by Richard Crashaw. Cambridge English Classics, 4s. 6d. net.
Political Economy. By Millicent Garrett Fawcett. Macmillan, 2s. 6d.
Elementary Principles of Economics. By R. T. Ely and G. R. Wicker. Macmillan, 4s. 6d.
Socialism and Individualism. By E. Belfort Bax and J. Hiam Levy. P. S. King & Son, 2s. net.
Joseph Lancaster. By David Salmon. Longmans, 1s. 6d. net.
Laws of Health. McDougall's Educational Co. 6d. net.
Spelling and Dictation Book. By John Keefe. John Murray, 1s. 6d.
Household Management. McDougall Education Co., 6d.
Matriculation Directory. Clive, 1s. net.
Digesting Returns into Summaries. By John Keefe. John Murray, 2s. 6d.
The Folk and their Word-Lore. By A. Smythe Palmer. Routledge.
The Romance and Realm of Commerce. By Alfred Morris. Nelsons.
Little Quarto Shakespeare: King Henry VI. Part I., Part II., Part III. King Henry VIII. Coriolanus. Methuen, 1s. net each.
Common Thoughts on Serious Subjects. By Chester Macnaghten. Unit Library, 2s. 6d. net.
Uniclef Music. By Rev. S. W. Thackeray. Simpkin, Marshall, 1s. net.
Adolescence. By G. Stanley Hall. Appleton, 31s. 6d. net.
Bayeux. Bell's Handbooks to Continental Churches. 2s. 6d. net.
Decimal Coinage and Metric System. By E. Anthony. Routledge.
Philosophical Introduction to Ethics. By W. R. Boyce Gibson. Sonnenschein, 2s. 6d. net.
Tolstoy as a Schoolmaster. By Ernest Crosby. A. C. Fifield, 6d. net.
Fifty-five years Old, and other Stories. By C. W. Bardeen. Author, Syracuse, N.Y., U.S.A., 1 dollar.
Wordsworth: Poetical Works. By Thomas Hutchinson. Frowde, 2s.
Shakespeare's Plays. By George Brandes. Merchant of Venice; Twelfth Night; Hamlet; King Richard III.; Cymbeline; Macbeth; Coriolanus; Romeo and Juliet. Heinemann, 6d. net each.
Natural History of Cambridgeshire. By J. E. Marr and A. E. Shipley. Clay, 4s. net.
Paton's List of Schools, 1904. J. & J. Paton.
Hobbes. By Sir Leslie Stephen. (English Men of Letters.) Macmillan, 2s. net.
Ballads and Verses. By W. M. Thackeray. Macmillan, 3s. 6d.
Précis and Précis Writing. By A. W. Ready. G. Bell, 3s. 6d.
N.U.T. Edition of the New Code, 1904. Educational Supply Association, 1s. net.
Oxford Shorthand. 19th Edition. At the Office, Dover, 6d.
Indian Educational Policy. Government Printing Office, Calcutta.
Roman Literature. By Hermann Joachim. Dent, 1s. net.
The Point of Contact in Teaching. By Patterson Dubois. Sunday School Union, 2s. 6d.
Gems from Victorian Anthology. By Grant Duff. Sonnenschein, 2s. 6d. net.
Browning's A Death in the Desert. By Rev. G. U. Pope. 1s. 6d. net.
History of the High School of Stirling. By A. F. Hutchison. Eneas Mackay (Stirling), 21s.
The Anglo-Norman Dialect. By Louis Emil Menger. Macmillan, 7s. 6d. net.
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Self-Cure of Stammering, Stuttering, and Indistinct Speech. By E. F. T. Bennett. Simpkin, 1s.
Why Boys should not Smoke. T. C. & E. C. Jack.
Secondary School Register. G. Philip, 1s. 6d.
Ruskin's Seven Lamps of Architecture. George Allen, 3s. 6d. net.
Ecclesia Discens. By A. W. Hutton. Francis Griffiths, 3s. net.
Russia: The Land of the Great White Czar. By E. C. Phillips. Cassell, 2s. 6d.
The Red Adventure Book. Edited by A. T. Quiller-Couch. Cassell, 5s.
Chums Yearly Volume. Cassell, 8s.
Cheepy the Chicken. By Harry Rountree and S. H. Hamer. Cassell, 1s. 6d.
Æsop's Fables. Illustrated. Cassell, 7s. 6d.
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Old-established Middle-class School for Girls in healthy and fashionable Seaside Resort on the West Coast. The Principals, who have had the School for forty years, are anxious to retire. There are at present 21 Boarders paying fees from £30–£36 per annum and 45 Day Pupils paying fees from £6–£15 per annum, exclusive of extras. The School is contained in two houses, one Freehold and one Leasehold. The opening would be a very good one for a married couple taking boys and girls in separate houses, there being a good opening for a Boys' School in the place. For the Freehold and Leasehold premises combined a sum of £3,500 is required, some of which could remain on mortage. The Goodwill will be transferred at a moderate capitation fee, and the School and Household Furniture sold, wholly or in part, by valuation.—T 050.

Boarding and Day School for Girls in a healthy, bracing town on the South Coast.—Principal, who is a Registered Teacher, and who has had the School for ten years, wishes to retire on account of ill-health. The School contains 17 Boarders (fees from £45–£60 per annum, exclusive of extras) and 29 Day Pupils. The School comprises first-rate premises specially built. Gross receipts £1,574. Net profit over £400. Goodwill about £800. Might accept less for early sale.—T 021.

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OCCASIONAL NOTES.

THE letter which we publish under the signature "One of the Penalized," and others for which we would gladly have found space, show that the article "The Board of Education *v.* Local Authorities" ("nostra maxima culpa") has been misinterpreted, and we desire to restate our position in plainer terms. The article was, on the face of it, the statement of a grievance, and did not profess to give the other side of the case. We maintained that, in the case of schools under schemes, schools supported partly by endowments and partly by grants from the Local Authority, the Board of Education is bound to submit any proposed changes in the scheme not only to the governing body, but also to the Local Authority. Failing this, the only remedy of the Local Authority is to cut off supplies. Who pays the piper calls the tune. (This, we have since learnt, has been the invariable practice of the Board, and we were misled by unfounded statements to the contrary that have appeared in the local press.) Secondly, whether rightly or wrongly, it is plain that Local Authorities will not support secondary schools except as part of the general scheme; they will recognize no social distinctions; they will not offer scholarships (as our correspondent advises) which will go to children whose parents can pay for special training.

Board of Education and Local Authorities.

WE have never suggested, as our correspondent imagines, that a Local Authority should form the governing body of a school. On the contrary, we have more than once insisted on the necessity of appointing a distinct governing body for each secondary school. At the same time, it is plain that the governing body of a school built and maintained by the Local Authority is in a different position from the governing body of a school under a scheme of the Endowed Schools Act. In the first case the governors are in the position of permanent officials, and no fresh departure in policy should be possible without the consent of the Government—that is, the County Council. To sum up, the question is one of give and take. On the one hand, there is a not unreasonable apprehension that the new Education Authorities, especially in boroughs, will meddle and muddle in the management of the smaller grammar schools, and teachers look to the Central Authority to maintain their independence. On the other hand, the Board of Education has hardly yet recognized that the Local Authorities hold the power of the purse—that they must be led, not driven.

Governing Bodies.

LAST month we referred with approval to the firm stand the Board of Education has made in the matter of the scheme for the government of Burnley Grammar School. This matter is still unsettled; but we hope the Board will not give way, and that the Town Council will accept the very reasonable compromise of retaining the governing body and appointing the majority of its members. This month we notice the similar attitude taken by the Board with regard to Rotherham. Mr. Bruce addresses a letter to the Education Committee summing up the results of a conference held in Rotherham between the Local Authority and representatives of the Board. The letter recommends that the Grammar School should be reorganized, and that the fees should be lowered to £6 a year. To meet the resulting deficiency the Local Authority must make a greatly increased grant; in return for which it should have an actual majority of representatives on the governing body. We have always maintained that the correct way in which the Local Authority should control secondary schools is by appointing some of its members on the governing bodies of such schools. We agree with the Board in strongly deprecating the appointment of a Director of Education for Rotherham. The number of schools in the borough is too small to need such an officer; and, as each school is to have its principal and governing body, it is difficult to see what his duties would be.

Board and Governing Bodies.

WRITING last month on Mr. T. E. Page's philippic against the training of teachers, we omitted the peroration: "Every sane schoolmaster knows that a certificate of theoretical knowledge and practical efficiency is, as at present awarded, worth the paper it is printed on and no more." Diplomas are not quoted in the papers like stocks, and it is impossible to estimate at any moment the market value of such a commodity. Has not Sir William Ramsay been telling us that, as a test of capacity, he has little faith in the University degree which, according to Mr. Page, should be the supreme test of the future teacher? But, however Mr. Page and sane schoolmasters may judge it, there can be no doubt that not only the Board of Education, but Local Authorities and governing bodies, are beginning to attach a high value to teaching certificates. On this point Mr. Keatinge offers irrefragable evidence:

Market Value of Teaching Diplomas.

> During the last seven years 220 men have gone through the course of instruction supplied at Oxford, and their standard of ability has been a high one. Of the 30 men students who have worked with us during the last twelve months 12 have been men in First Class Honours, and three of these have been University Prizemen, while the majority of the others have been men in Second Class Honours.

It is true that in the past the examination in training was taken mainly by women who had not a degree, or as a makeweight by those who had failed in Honours, and was so far discredited, but this is less and less the case. On the contrary, examples are not rare of men and women who have had Mr. Page's "only real training by actual work"

voluntarily relinquishing their posts in order to undergo the "year of penance and humiliation" under a master of method. There is, besides, a latent fallacy in Mr. Page's major premiss that vitiates his whole argument. The fact that, during the years of grace—or, rather, during the first half of them—only 111 secondary teachers are registered under the permanent conditions affords no basis for calculating the proportion of teachers who will be able and willing to register when the Register is in full operation.

"SO long as academic distinctions constitute the sole pass to the highest places in secondary schools so long must training seem superfluous. Create an economic demand for trained teachers by letting efficiency rank equally with scholastic attainment, and, as if by magic, you will find a new life in the schools."—In these words Mr. Kettle, in the *Times*, admirably sums up the position as regards training. Some of our great head masters have expressed views in favour of professional training; but we doubt if, in making their appointments, they give any great weight to evidence of ability to teach. When County Councils or governing bodies make appointments, it is quite clear that such evidence is either neglected or that it comes before a body not capable of weighing it properly. If the economic demand that Mr. Kettle speaks of can be created, the difficulty is solved. It can only be solved gradually, as an increasing number of men of high academic standing and of undoubted character undergo a course of professional training, and show both by their lives and their words what its value has been to them. At present real teaching power does not carry much weight. In Council schools almost entirely, in secondary schools to some extent, promotion means less teaching. Obviously, then, the qualifications sought for in the man who is to be promoted are not those of a teacher. While this is so it is not surprising that teachers are often content not to have the professional qualification.

Training or Learning.

WE would suggest that the Consultative Committee, having sent in its Report on School Certificates and shelved indefinitely the question of Supplementary Registers, should now turn its attention to framing an authoritative definition of "Teacher." The omission of any such definition was a serious defect in the original Order in Council under which the Registration Council was constituted, and subsequent Regulations have added to the confusion. As an instance of existing anomalies we will give a single case that has been brought to our notice: A. B., Scholar of Newnham College, First Class in Mediæval and Modern Language Tripos, from 1889 to 1897 mistress in three recognized schools, Cambridge University Extension Lecturer, at present mistress of method in a University College.—Yet it has been decided that A. B. does not satisfy the conditions for registration as a teacher. We should be curious to see the definition of "Teacher" which excludes A. B.

A Job for the Consultative Committee.

THE debate on the education question at the Church Congress was not fruitful. Most of the speeches were variations on the theme of "Beati possidentes," with complaints in the minor key against the anti-clerical bias of the Board of Education (*i.e.*, Mr. Morant and Sir William Anson). We must except the Bishop of St. Asaph, who is always bold and original:

The Bishop of St. Asaph's Appeal to the Parent.

> The real question to solve was this: What was to be the character of the religious instruction taught [*sic*] to the child? The question was not to be settled by Parliament, or by the Board of Education, or by the Local Authorities, or by local managers, but by the only person that had the right to settle the question, and that person was the parent. Let them sweep away such futilities as the conscience clause and the Cowper-Temple clause, and give the parents complete liberty of decision.

It is strange that so acute a logician as the Bishop should overlook the fallacy that lurks in the word "parent" as he uses it. Does he mean the individual parent or the generic parent? If the latter, how would he have him represented otherwise than he is now, primarily by the District Council and in the last instance by Parliament? If the former, by substituting for "religious instruction" physical training or the metric system, the absurdity of the proposition will be manifest. The best comment on the Bishop's paper was supplied by a subsequent speaker, the head master of a large secondary day school in Liverpool. The Rev. J. B. Lancelot frankly owned that "he failed to find any great desire on the part of parents to send their children, on principle, to Church schools." If this is true of middle-class parents, *a fortiori* it holds good of parents who use the national schools. The fact is, as we have often pointed out, that the demand for dogmatic teaching comes not from the parent, but from clerics and a few clerically minded laymen who attend Church Congresses.

RELIGION is, at a Church Congress, necessarily the most important topic; but Sir Henry Hibbert, who introduced the discussion of the working of the new Act with regard to secondary education, steered entirely clear of this rock, except in so far as he made the statement that there was no religious difficulty in secondary schools. Other speakers thought otherwise. The Head Master of Rugby was emphatic as to the needs of definite Church of England instruction in the class-room, the chapel, and the confirmation class. He animadverted severely upon the prevailing lukewarmness that hesitated to deal out definite dogma because, perhaps, there was a Unitarian in the form. This, in his opinion, was as foolish as the action of a house master who should refuse to have meat upon his table because there was a conscientious vegetarian in the house. Sir Henry Hibbert urged a claim for reform, indications of which have already appeared in the North of England. "The duration of holidays in our secondary schools," he said, "is neither more nor less than a public scandal." If boarding schools be ruled out, we partly agree. But, if Sir Henry cuts down holidays in Lancashire under existing conditions in town day schools, it will not be long before abundant evidence will be produced that the boys are over-worked. In our opinion holidays are too long—or, rather, they are badly distributed. If compulsory home-work were abolished and recreation better organized, then the holidays in secondary day schools might well be considerably shortened.

Shorten Holidays.

THE newspapers that have made merry over the Congress discussions devoted to religion in the home have neglected to note that these meetings were of a devotional character and that the tone of the addresses was therefore more suitable to a school chapel than to a public platform. Judged from this standpoint, the most important paper—that of Canon Lyttelton—is full of suggestive help. One sentence may be quoted as the text which gives the keynote to the sermon: "We pamper our children as they were never pampered before, and yet we all believe in self-denial." Of course this indictment is only true of a small section of society, and even Eton boys do not, as a rule, have cham-

Roll the Ground.

agne at dinner. But it is true that in many homes the esire for varied exciting forms of recreation has brought bout an atmosphere of unrest that is inimical to the proper iscipline of boyhood. Were Matthew Arnold now por- ayıng our Barbarians, he would add that "indulge genio" superseding "robustus acri militia puer." And this is so true, to a growing extent, of school life. Boys are ampered at school, particularly at the preparatory school. Discipline is giving way to a very weak form of the doctrine f "interest." "There is a prevailing feeling," says Canon yttelton, "in favour of some hardness in early training in rder to give true grit to character." But practice is often ontrary to this feeling. The advice the Canon gave: Make the boys arrange their own cricket, work hard for heir side, and *roll the ground*," is greatly needed in some f our wealthier and more luxurious schools.

THE shoemaker should stick to his last. A person may be a good novelist and yet incompetent to give an pinion on any and every subject. That is the case with John Oliver Hobbes, whose writings have delighted many readers, but whose recent *dictum* that "The epics of 'Tom Jones' nd 'Amelia' ought to be given to every girl on her ighteenth birthday" has aroused amazement in the minds f all sensible people. Every one would probably agree ith Mrs. Craigie—and be grateful to her—in her con- lemnation of the unhealthy novels of the present day, hich enjoy such a large circulation: but in order to avoid hese it is surely not necessary to take refuge in "Tom ones." One need not be prudish and puritanical to object o Fielding's masterpiece as food for girls; nor is it a valid rgument that no healthy-minded man or woman ever lerived harm from this great eighteenth-century classic; for, s is proved every day in our coroners' courts, what is good holesome food for the adult is absolutely deadly for the oung. And it is not as if the alternative were "Tom ones" or neurotic novels. Our girls have not yet ex- austed the long list of excellent novels; indeed, few have nything but the slightest acquaintance with the works of cott, Thackeray, Dickens, G. Eliot, C. Brontë, Mrs. Gaskell, &c. It will be long before they must resort to ielding as a refuge from the unhealthy novels which Mrs. Craigie attacks.

"Tom Jones" for Girls.

TWO matters of great interest to teachers have made but little progress since the summer term. These are the roposed formation of a College of Secondary Teachers, and the Tenure Conference of head and assist- ant masters. This conference has prepared a scheme of tenure in secondary schools, nd has asked the Board of Education to receive a deputa- on on the subject. The reply of the Board, which is rinted in the current number of the *Assistant Masters' ircular*, is disappointing. The Board appears to think at it cannot usefully hear the arguments of one party to e proposed agreement, unless the other party is associated ith the deputation. That is to say, the Board cannot act on the advice of teachers without consulting governing odies, who are equally concerned. This, at least, we take be the meaning, though the letter is not quite clear upon is point. The condition is impossible, for governing odies have no machinery for expressing a general opinion. ut we do not think the Board need be anxious on this count. We feel quite sure that, if schoolmasters are agreed on the subject of tenure, and if the Board supports their *ncordat*, governing bodies would raise no objections. he Board also states that the proposed changes run counter the Endowed Schools Act. On this point we should like the Board to hear arguments. Although no official announce- ment has yet been made, we consider it probable that the deputation will be received. The real *crux* is that the whole *concordat* hinges upon the willingness of the Board to act as a court of appeal in cases of dismissal, and of this willing- ness there is no shadow of evidence.

The Teachers' Charta.

EQUALLY on the second matter no official report of progress can be made; but the promoters of the scheme are continuing their work, and there seems a good prospect that the special Joint Committee of the Council of the College of Preceptors and the promoters will be able to agree on a working basis to be incorporated in a new charter. The two men who have been most closely associated both with this scheme and with the tenure con- ference, Mr. Holland and Dr. Scott, have left the ranks of schoolmasters, but it would be to the lasting discredit of the teaching profession if two most promising schemes were to fall to the ground because no successors of equal energy and ability could be found. The Teachers' Guild, representing all branches of education, has, of course, de- clined to join, and it was only as an act of courtesy that it was invited. Therefore the ground is cleared; and the College of Preceptors must take steps to develop into a body really representative of all grades of secondary teachers, and actively disposed to carry out educational propag- anda. It must, moreover, be content with something less than the first scheme proposed. The sectional bodies have made it clear that they intend to preserve their independ- ence; but they are quite willing to join a federation which shall voice the wishes of secondary teachers as a whole.

The College of Secondary Teachers.

LORD LONDONDERRY, Sir William Anson, and Mr. Morant have all appeared on public platforms during the past month. Mr. Morant, naturally, preserves a correct attitude of reserve, and, indeed, contented himself with confirming Lord Onslow's remarks and moving a vote of thanks at the Agricultural Conference. To him falls the duty of writing memoranda intended to stir up the indifferent and guide the doubter. In the speeches of the other two members of the triumvirate we look in vain for any signs of a definite policy or of a controlling impulse. Lord London- derry alluded to himself as a Minister of Education and provoked laughter. He said nice things at Sheffield and at Ashton-under-Lyne; gracefully patting the Education Com- mittees on the back and congratulating the towns upon their enterprise. Sir William Anson is engrossed with the church- going question, but he has found time to read the report of the Mosely Commission, and has gathered that what this nation wants is a belief in the value of education. Excellent doctrine; but we cannot help feeling that, if we had a Minister of Education who himself believed in education as Mr. Chamberlain believes in his imperial policy, the reproach of indifference would soon be wiped out. The more en- lightened thought of to-day does believe in education, but we want guidance from a great statesman who can see things as a whole, and who is strong enough to convince his colleagues and the country.

The Board in Public.

THE National Federation of Assistant Teachers which met recently at Liverpool deserves credit for the business-like way in which it discussed and carried a long and well thought-out *agenda*. It was de- cided that salaries ought to be larger and classes smaller; that the State ought to bear almost the whole cost of training; that corporal pun-

A Code of Honour.

ishment should be retained and inspectors' examinations abolished. There was also a strong protest against the existing unfair division in the Teachers' Register. So far the resolutions, if smacking somewhat of politics, were in general accord with educational opinion, and show that the association is quite alive to the signs of the times. We hesitate, however, to welcome the following resolution:—"That the time is now opportune for the establishment of a professional code of honour, and that the Federal Committee be requested to frame proposals thereon which shall be reported to the next annual conference." This is a delicate matter. If the proposal implies a written code of rules regulating conduct, we question its expediency. We question, further, whether human ingenuity could frame a code that would not cause the enemy to mock and which would not be open to easy perversion. We require a code of professional honour no less than of professional etiquette; but such things come of themselves, unconsciously, by the sum total of individual effort. They cannot be written down. Compare the medical man of to-day with the barber-surgeon of two hundred years ago. But there is no written code of professional conduct.

The Empire Builder.

THE imagination cannot but be stirred at the thought of some seventy-five undergraduates, collected from all parts of the English speaking world, beginning a University course at Oxford last month under the terms of Mr. Rhodes's will. The historian of the future may perhaps estimate how much of the Imperial unity of his day is due to the modest and unobtrusive work of the Rhodes Trustees. From Mr. Parkyn's report it is clear that no trouble has been spared to carry out the somewhat unusual conditions of appointment. Athletics have been weighed; and the popularity of the candidate with his fellows and his strength of character have counted in the result. Mr. Parkyn himself has travelled some hundred thousand miles in order to confer with educational magnates in all parts of the world. On one point only have the Trustees departed from the letter of their instructions. They have decided that, in most cases, the spirit of the will is best carried out by electing men who have already had two years' education at a University, rather than immature boys fresh from school. The scholars are assigned—a few each—to every college, and no doubt they will join the college life like any other undergraduates. It would be a misfortune if they were to herd together and form their own exclusive clubs and associations.

Polytechnics, Combine!

SOME months ago we deprecated the formation of the proposed Association of London Secondary and Technological Teachers. We thought that, as regards secondary schools, the ground was already covered by existing bodies; and we suggested that what was really wanted to complete the organization was an association of all teachers or lecturers in technical institutes. The membership of the Association of Technical Institutes is confined to principals. We, therefore, welcome the news that the Association of Teachers in Technical Institutes is in the process of formation. At the start it is to be limited to London; but, if the organization is successfully carried out, there seems no reason why it should not spread over the country. The conditions of tenure and service are so different in the polytechnic from those of secondary schools that a separate organization seems to be needed. We are inclined to wonder what will be the attitude of the association of principals to the proposed new society. It would be a great source of strength to both principals and lecturers if the two bodies could amalgamate. The combination is necessary to enable teachers to support their views before the Education Committees; it is not required to help one section of teachers to oppose another section. We hope, therefore, that principals will not be backward in supporting the new association.

What is Progress?

THE Poet Laureate addressed, last month, the Leeds Society of Science, Literature, and Art (no connexion with Mr. Sturman and his Irish baronet) on "What is Progress?" With poetry and conscription we are not here concerned, but it is worth while to note Mr. Austin's views on education. He is a free lance, and says aloud what most conservatives whisper or only think. True progress, according to Mr. Austin, consists in putting back the hands of the clock. We are going too fast in every sense of the word. In the good old times Hodge was taught to read and write, and returned to the land to begin his true education at ten. Now we have added a third R. and other silly superfluities. "Every man and woman in these islands should know how to read and write, but such a result should have been attained by the wish, and—in part, at least—at the charge, of their parents." What is to happen if the parents are not willing, or if they are unable, to pay Mr. Austin does not explain. Apparently he would treat them as Dogberry's watch were instructed to treat a thief. As to the demand for free breakfasts, "it is conclusive evidence of progressive lunacy." Some critics have labelled Mr. Austin's progress "reactionary obscurantism"; but they must be wrong, for "the wisest of all teachers, of all philosophers—the great poets—are the true optimists of our race." And Mr. Austin is Poet Laureate.

Attendance at Church.

SIR WILLIAM ANSON is well able to defend himself from the somewhat undignified attacks made by Canon Cleworth and his friends. To any one who will take the trouble to read the whole case it must seem amazing that so great a storm could have been raised in such a tea-cup. Mr. Cripps's thunders at the Oxford Diocesan Conference cease to alarm when the real matter at issue is known. The Board of Education has neither reversed its policy nor even declared a policy. It has simply, acting in its judicial function, decided a point in dispute between a body of managers and a Local Authority. The Local Authority makes its own by-laws with regard to attendance. In accordance with these, the time-table is framed and approved by the inspector. When so approved it must be adhered to. If the time-table makes no mention of attendance at Church as a lesson, then the children cannot attend church during school hours, unless the parents withdraw them from school; for the by-law makes attendance compulsory during the whole of the hours when the school is open. But, as visits to museums may be permitted, so may the Local Authority give permission for attendance at church. No Local Authority is likely to withhold permission for a reasonable number of attendances; but the managers have to obey the by-laws of the Local Authority as to hours of attendance, though they need brook no interference with the religious teaching given.

The Welsh Strike.

THE situation in Wales remains as bad as it can be. The County Authorities appear to be unanimous in their intention to go on strike if the Board of Education tries to make them do their duty. Our only hope—and that a faint one—is that the darkest hour may presage the dawn. In other words we hope it may be recognized

that an *impasse* has been reached, and that a compromise must be effected. The details of the plan of campaign we give on another page. We hesitate to believe that any body of men can seriously intend to endeavour to carry out such a campaign. We hope that the Welsh counties are combining in a huge game of bluff, and that when they have sufficiently intimidated the Board of Education they will consent to a reasonable policy. It does not yet seem impossible that Mr. Lloyd George, the Bishop of St. Asaph, and Sir William Anson should meet at a round table. Any compromise must include large powers of local option; but the rights of the minority must also be protected. Church people in Wales pay their education rates; yet the Councils say no part of that rate should go to Church schools. Only a state of open war can justify such a policy. It does not seem likely that the Church of England will be bullied into giving up its schools, any more than that the County Councils can be coerced into carrying out the Act. The good sense of the nation will surely not permit of an educational war. There must be compromise and settlement. Lord Londonderry said at Sheffield that the Board would not flinch in carrying out its duty to the children of Wales. Already there are signs of unrest in the Principality that indicate a dislike of the plan of campaign.

THE Conference on Agricultural Education, organized under the auspices of the Gloucester Education Committee, brings into public prominence the considerable work that has been done by the Agricultural Education Committee which was formed some two or three years ago. The object of this Committee was to secure for the agricultural child an education in harmony with his surroundings, and one which should make him content to work on the land, by increasing his interest in the phenomena of rural life. The Committee found a willing supporter in Mr. Morant, at Whitehall; and the Board of Agriculture was not backward in giving its aid. Lord Onslow was able to inform the conference that the objects of the Committee had been carried out to a very large extent. The Code now makes it possible to differentiate the education of a town child from that of the country child: by means of holiday courses and in other ways teachers have been induced to take an interest in the new subjects of the curriculum. The continued influx from country to town is one of which statesmen are obliged to take serious note. One contributing cause has undoubtedly been the education given in the rural schools—an education preparing rather for the desk than for the plough, and given by men whose training and habits of thought are mainly those of dwellers in towns. The ideal sketched by Mr. Morant in his well known article on "French Higher Primary Schools" has become the guide no less of the Board of Agriculture than of the Board of Education.

The Dignity of the Plough.

OLD-FASHIONED schoolmasters shudder at the word "commercial," and hold up their hands at the temerity of a Chamber of Commerce conducting an examination for secondary-school boys. A perusal of the syllabus of work proposed by the London Chamber of Commerce as a suitable preparation for its examination might help to remove prejudice. But we are here concerned with one point only—oral examination is compulsory for any modern language, and no candidate can gain a certificate unless he has satisfied the oral examiner. So far as we are aware, this examination is the only one in which pupils in secondary schools are compelled to converse in the modern language they have studied. And yet we all, from the Consultative Committee downwards, go about mocking at the farce of teaching a modern language as we do a dead one. The Society of Arts offers its candidates an oral examination at the cost of an extra fee. The College of Preceptors offers its candidates for a First Class certificate an oral examination without additional payment; but even here the published lists show that by no means all the candidates accept the offer. Can it be that the rank and file of teachers of French are unable to speak the language? If teachers would act upon the resolutions passed by their associations and refuse to enter pupils for examinations that ignore oral work in modern languages, we should soon see a change. Difficulties of expense and of co-ordinating examination results are not insurmountable.

Dead Modern Languages.

AFTER a period of steady work lasting for one-and-twenty years the Art for Schools Association has put forward a plea for additional support which shall not go unendorsed by us. If any London reader is yet unconvinced of the value of suitable pictures, we would ask him to spend a quiet hour in the hall of St. Olave's School. A great change has been worked in this direction, and in influencing this change the Association has played no unworthy part. We no longer believe in frosted windows and whitewashed walls. Teachers themselves admit that it must be a great and welcome relief to a child, in the midst of a dull lesson, to be able to turn his eyes for refreshment either to the sky or trees outside or to the pictures on the walls inside. The Association publishes pictures that are suitable for schools and not too expensive. But, in order to reproduce a masterpiece at a reasonable cost, a number of copies must be sold. The Association appeals for an additional hundred subscribers at an annual guinea. Subscribers receive their money's worth in kind, besides gaining the privilege of making purchases at reduced rates. The governors or principals of every school ought to pay the guinea cheerfully. Perhaps in no other way can a single guinea bring such rich result. The Association also appeals for a capital sum of £500, to enable it to wipe out its debt and reduce its prices by paying ready money for its wholesale purchases.

Art for Schools.

SIR JAMES CRICHTON BROWNE delivered an address at the Salt Schools, Shipley, full of matter important to the teacher. Dealing with physical education at its very start, he pointed out that a mother by dangling and caressing her infant was inducing muscular action absolutely essential to the child's well-being. There is therefore an obvious danger to be avoided in the management of *crèches*, which may be too orderly and too quiet: "screaming is a branch of physical education." In later life Sir James considers movement of the muscles to be equally necessary. He draws a melancholy picture of the existing physical deterioration, and suggests that, if in schools the fingers of children are employed in appropriate manual work, their brains are also active; if, on the other hand, their fingers dangle idly while their eyes are poring over books, there is danger that the education will have little beneficial result. It is also interesting to note the opinion that brain fatigue and muscular fatigue are entirely different, and that the one is not increased by the other. This is not the experience of all workers. Few young men after a stiff game of football are in a mood to sit down and tackle a piece of Latin prose or a problem in pure geometry. We think Sir James is a little too pes-

Mothers as Physical Instructors.

simistic; but we have often urged that children get too much book-work in the curriculum of to-day.

EVERY one who travels in France, and who buys tobacco or other trifles in small shops, knows that the petty tradesman still reckons in *sous* in preference to *centimes*.

Mètre or Yard.

Yet the metric system and decimal coinage have been law for a hundred years. In spite of official pressure the old standards of reckoning prevail in many departments of commercial and industrial life. In England considerable efforts have been made to induce the nation to make a change. Consular reports repeat the warning that trade is lost because we do not state prices in decimals and measurements in mètres. There is an association formed to further the change, and in schools the metric system is commonly taught. But there is also a British Weights and Measures Association. And this body has issued a manifesto stating that the introduction of the metric system would be a national calamity as regards English trade. The manifesto states that in certain matters the "English standard is practically universal"; in other matters it is "in general use." "To introduce the mètre would be to introduce confusion where there is now uniformity." It is all rather confusing. We await with interest the reply of the Metric Association to the manifesto of its opponent.

EVEN more important than Sir W. Hart Dyke's protest against the dual control of the Board of Education and the Board of Agriculture over rural education was the point he raised in relation to the education of pupil-teachers. A large number of the counties are declining to raise rates for higher education generally or to support it in its more important branches because of the enormous burden thrown on the higher education funds to provide for the instruction of pupil-teachers. There can be no doubt that absolute chaos reigns in the matter of this instruction, and that great injustice is being done to the rural districts. One would have imagined, as Sir William put it, that, as the instruction of pupil-teachers is solely for the benefit of elementary schools, and is to provide in those schools a species of cheap labour, obviating the employment of certificated teachers at higher salaries, and thereby relieving the elementary rate, all payments for the improvement of these pupil-teachers should come out of the elementary rate. Under the old *régime* this would have been so. Every body of managers engaging a pupil-teacher did so under proper articles, just like any other apprentice, by which, in return for certain teaching work done at a nominal salary, the managers—*i.e.*, the employers—provided certain instruction. Consequently, if the old system had continued, pupil-teachers would have been paid for out of the funds of the school in which they were teaching. In any other trade it would appear ludicrous for an employer to take on an apprentice, use his cheap labour in his workshop, and then ask for some other person or the State to save him the expense of giving that apprentice the instruction provided for in his indentures. We ask, then, with Sir William: Is the education apprentice to be treated differently?

Who pays for Pupil-Teachers' Training?

HEAD MASTERS of some of our first-grade secondary day schools, which depend for their pupils upon the class of professional and commercial men whose incomes are most affected by bad times, have furnished us with some remarkable statistics showing the fluctuations in the numbers of pupils during the last four or five years. The effect of the increased income tax due to the war was clearly felt. The second-grade schools appear during this period of five years to have kept their numbers practically constant or rising slightly, but in the second year of the war the first-grade schools received a decided check, and in the following year many of them even showed a diminution. Coincident with this diminution certain of the second-grade schools began to receive as pupils for the first time the sons of the poorer professional man, some the younger brothers of boys attending neighbouring first-grade schools. Last year, coincident with the reduction of the income tax, there was a revival in the first-grade world, and schools of that class are now steadily increasing in numbers. We have not yet seen the argument used in political circles that an increase of the income tax diminishes the flow of higher education to those classes who can most benefit by it, but we commend this point of view to taxation reformers.

Effect of Income Tax on Schools.

MR. CHAMBERLAIN the Chancellor of the Birmingham University and Mr. Chamberlain the politician are different characters; but, without confounding the persons, we may fairly demand that their utterances shall not be contradictory:—

Janus Bifrons.

Mr. Chamberlain at Birmingham.

It is not too much to say that the existence of this country as the great commercial nation depends upon scientific training. It depends upon what we are doing now, at the beginning of the twentieth century, whether, at its end, we shall continue to maintain our supremacy or even our equality with our great commercial and manufacturing rivals.

Mr. Chamberlain at Luton.

More education has been suggested as a remedy. It is because you are so ignorant, so apathetic, so idle, that you want more education, and, above all, more scientific and technical education. (Laughter.) Well, I dare say you would all be the better for going to school again. (Renewed laughter.) More education, by all means; but, if the manufacturers and farmers of this country were all as wise as Solomon, and if all the working men were as strong as Samson and as skilful as Tubal-cain, they could not compete with a 60 per cent. hostile duty. No, gentlemen, the only alternative proposal that has been made is a pill; but it is a pill to cure an earthquake. (Laughter.)

THE announcement that Dr. Warre resigns, at midsummer next, the Head Mastership of Eton will not have taken Etonians by surprise, though it was unexpected by outsiders. Dr. Warre bears his years so well that few realized that, boy and man, he has been at Eton for half a century—forty-four years as a master and twenty as Head Master. For assistant masters the extreme limit of age is now fixed at sixty-five, as in the Civil Service, and we see no reason why head masters should be excepted. The comment of the *Daily Chronicle* that the Provost of Eton, in his seventy-ninth year, still labours at his post and gives no hint of retiring shows amazing ignorance or very subtle irony. We cannot go so far as the *Speaker* and pronounce Dr. Warre a *great* head master, to be ranked with Arnold and Thring; but a *good* head master he has undoubtedly been, and we who have often condemned his public policy should be the last to dispute this claim. On what to us seem vital matters—the organization of education, the training and registration of teachers—he has stood aloof or offered passive resistance. In domestic politics he has initiated no reforms, but, when convinced of their necessity, he has carried them out loyally and skilfully. He has proved himself an able administrator; but his chief distinction is to have impressed on generations of Eton boys a strong personality—simple, sincere, strenuous.

Dr. Warre's Resignation.

LOCAL AUTHORITIES.

The Association of Education Committees.

EDUCATION Committees, confronted with many new and difficult duties, naturally desire to take counsel one with the other. And so we have the Association of Education Committees, which held its first general meeting last month. This association must not be confused with the Education Committee of the County Councils Association nor with the Association of Secretaries and Directors: its membership practically consists of delegates from the minor Authorities, *i.e.*, the county boroughs, the non-county boroughs, and the urban district councils. There is no exclusion of the county element, but the counties appear to have held aloof from the organization. And rightly so. They have their own machinery; and the problems of the towns and urban districts are not quite those of the county areas. The attendance at the meeting at the Holborn Restaurant represented some 140 Authorities, and officers as well as members of Committees were present. Mr. Tudor Walters, who was elected President, delivered an address which gives a pleasant contradiction to the common mis-statement that Englishmen do not believe in education. He at least realizes the enormous opportunities and the weighty responsibilities that Parliament has laid upon the Local Authorities. The provision of teachers for the elementary schools was naturally a subject that loomed large in the address, and Mr. Walters calls for a national system of training colleges, affiliated with Universities. We must not neglect to notice that, in speaking of secondary schools, Mr. Walters put in a word for classical education.

A Call upon the Treasury.

MR. RICHARD WADDINGTON, representing Bolton, moved a resolution, which was carried, urging the Board of Education to extend the uniform grant of 25s. to the infants. Mr. Waddington knows the elementary school, and we may take his word that the child of five ought to cost as much as the child of twelve in staff and school accommodation. There is, of course, a popular belief that the younger the child the less the cost of teaching. It is to be hoped that the Authorities will not endorse this fallacy. It is true that the cost of education increases with the age of a child when practical work in laboratories, art-rooms, and workshops is included in the curriculum; but classes in infant schools ought to be small, and salaries of teachers ought not to be lower than in other departments. Now that "Article 68" is becoming discredited, and pupil-teachers are ceasing to teach, the Local Authorities will certainly find that the cost of an infant school has a tendency to increase. Another resolution, calling upon the Board for more money for the training of pupil-teachers, was also carried. Three reasons were urged: the loss of the pupil-teacher as an effective member of the staff causing the salaries bill to increase; the larger fees paid for the pupil-teachers from the age of twelve to sixteen at secondary schools; and the need of bursaries or maintenance scholarships during the period of pupil-teachership. It is undoubtedly and unfortunately true that, unless the Treasury is prepared to disburse much larger sums in this direction, secondary schools will suffer. Almost every penny the locality can raise will have to go to the training of teachers. The locality should pay a share, but a smaller share than it does at present.

Compulsion for Continuation Schools.

MR. WADDINGTON was also the mover of another important resolution having for its object compulsory attendance at school until the age of fifteen: if not in a day school, then in an evening continuation school. The resolution was the subject of a prolonged discussion and provoked many amendments. It was finally accepted in this form: "That, in the opinion of this association, no child should be allowed to be exempt from regular instruction until the end of his fourteenth year, and that the time has arrived when it is necessary to secure the compulsory attendance, up to that age, at a recognized continuation school, of all children who do not continue as whole-day scholars up to the said age." The clumsy wording is a natural result of an impromptu endeavour to amalgamate amendments, but with the general meaning we are in full accord, as we said last month, in dealing with the Bishop of Hereford's Continuation School Bill. Fifteen is the earliest age at which a scholar should be exempt from regular instruction. This we accept. But an obvious danger must be reckoned with. Were such a rule to be made universal, we fear many of the minor Authorities would prove easy-going as to exemption from day school on the ground that the work could be done in the evening school. And so we might have the little white slave falling asleep from pure exhaustion on the benches of the evening school, after a long day's work in the fields or the shop. It is to be noted that the word "evening" is omitted from the resolution as carried. This suggests that, if exemption from the full school course is granted, the scholar might attend a special continuation school in the day time, and his employer might be compelled to grant him facilities. Such a proposal differs from the old scheme of half-timers. The scholar would be a full-timer at his school, which might meet, say, for three periods a week. In this way, the same staff might take six groups of continuation scholars.

The Peripatetic.

THE peripatetic teacher has his supporters and his detractors. If we are to treat him scientifically, we must divide him into two sections. There is the peripatetic specialist who goes round weekly to some half-dozen schools and whose existence is justified only by the smallness or the poverty of the schools which are inefficiently staffed. The employment of such a teacher is generally an admission that the school staff is unable to teach all the subjects of the curriculum. He is somewhat of a nuisance to the schools in that he can only come at certain hours, and has to be squeezed into the time-table like a forgotten garment in a packed portmanteau. We understand that the West Riding Education Committee is about to appoint a number of peripatetic teachers. If these men [and women] are to be of this class, their appointment would seem to imply that the teaching is less good and the teachers less well qualified in some of the Yorkshire schools than we had thought. But we hope, and our information leads us to believe, that the West Riding aims at getting a peripatetic teacher of our second class. That is to say, he is to be a specialist, an exceptionally good teacher and organizer, and familiar with the best methods of teaching his own subject. His work will be not so much to teach the pupils as to show the regular teacher how the subject is best taught—to give him a syllabus of work suited to the school, and, generally speaking, "to give him a good start" if he be young, and to jog him out of his rut if he be old. Head masters may resent the implied aspersion on their schools, assistant masters may grow restive under the discipline, but the West Riding Committee means to have its own way; and we believe that way will prove of real value to the schools if only the right persons are appointed to the work.

Wales.

THE crisis in Wales continues as acute as ever. War has now been openly declared. The resolutions passed by the Convention at Cardiff and the subsequent issue of a manifesto to the people of Wales have removed any doubt as to Mr. Lloyd-George's plan of campaign. The counties have put themselves into line and show a united front under one leader. No money is to be spent upon non-provided schools beyond the actual amount of the Treasury grant earned by them. An immediate survey is to be made and the non-provided schools are to be called upon to bring their buildings up to the fullest demands of efficiency. So large a sum of money will be at once required for this purpose that the Church party in Wales may fail to find the funds, and so in despair hand over their buildings to the Councils. Still, the Church-people are stirred as well as the Nonconformists, and strenuous efforts will be made to meet the demands. But it does not seem likely that the non-provided schools can be carried on, even for half a year, on the Treasury grant. So within six months Mr. Morant may find himself compelled to put in force the Coercion Act of 1904. Under this Act the Board of Education can take the money earned by the Council schools and use it to meet the deficiency in the cost of the voluntary schools. If the Act is put into force, the Welsh counties are now pledged to close all the Council schools and to declare themselves unable to carry out the Act of 1902. Consequently, there will be no grant earned by the Welsh Council schools, and no funds on which Mr. Morant can draw for the support of the non-provided schools. If Wales remains united and firm, Mr. Morant will appear to have received check-mate unless he puts into force the powers of *mandamus* given in the Act of 1902 or applies to Parliament for fresh powers. In the meantime the children are not to be neglected. A public free school will be opened in the chapel of every village, and education will go on as before except that the Welsh people and their Nonconformist friends in England will have to find the funds to carry on the new "voluntary" schools.

Miscellanea.

IN answer to a letter from Mr. Kenric B. Murray, Secretary of the London Chamber of Commerce, Mr. Morant has issued a reply which might have appeared as a magazine article under the title of "The Need for Higher Technical Instruction." Stripped to its bare bones, Mr. Morant's letter tells us that the Board of Education is keenly alive to the fact that our captains of industry and commerce urgently need a more scientific and thorough technical training; but that this should come after a sound secondary education. Mr. Morant thinks that we are not behind other nations in the facilities for technical instruction offered to the rank and file, and, indeed, he deprecates the founding of many institutes for higher technical instruction until manufacturers recognize the need and students can be found to fill existing institutions. He hints that the manufacturer, himself without scientific training, has not yet learnt its value in business

The Bucks Education Committee has issued a useful document defining "wear and tear" down to its smallest detail and settling what proportion it is prepared to pay. It would be a great convenience if this standard, or some recognized one, were universally adopted. At

present few school managers know what will be considered fair "wear and tear."

The Herefordshire Training College for Women Teachers is now open in Hereford. A staff of six resident lecturers has been appointed, together with a number of visiting lecturers for special subjects. The Principal, Miss S. M. Smith, took the Cambridge Natural Science Tripos. There is accommodation for 104 students.

An important memorial, signed by the Bishop of Bristol, Canon Glazebrook, and others, has been presented to the Education Committee of Bristol which calls attention to the great necessity for a better intermediate or lower secondary education in the city. The memorialists suggest that the Education Committee should liberally subsidize all secondary schools in the city which give a sound education, as tested by the University Locals or similar examinations, even when they are under private management.

Liverpool.

MR. MICHAEL SADLER'S Report on Secondary Education in Liverpool has reached us on the eve of going to press, and we must reserve our notice of this most important document for next month. We may here quote one sentence as summarizing the general conclusion: "The educational equipment of Liverpool is, in regard to secondary education, considerably below modern standards of accessibility and popular support. . . . The number of boys receiving education in secondary schools or in the higher departments of public elementary schools amount to no more than 4·14 per thousand, and the number of girls to 3·7 per thousand, of the population of the city." In Birmingham the corresponding figures are 7 and 5.

CLASSICS, CULTURE, AND HISTORY.

I.

IN a paper read before the Scottish Classical Association, Prof. Phillimore has come forward as the latest champion of classical study. His paper * falls into two portions—an exposition of the true meaning of education, and an examination of the results of our present historical teaching. He makes use of both to deduce the sovereign importance of the classics; but the connexion between them is slender. This is said in no spirit of hostile criticism (for the Professor himself calls attention to the fact), but rather to account for the absence of close connexion between the two sections into which the present paper falls.

Prof. Phillimore begins with a hypothesis that the present agitation against the classics is, as a rule, based upon a false idea of the end of education. The truth or falsity of this hypothesis is not now in question. Assuming the truth, he justly reminds us that many of the blows delivered on either side are empty beating of the air; that the two forces have not yet grappled with one another, for the essential to all discussion is wanting—a common major premiss, an accepted definition of education. The quarrel is not between this or that subject: classics, modern languages, Nature study may all subserve the humanist's ideal. So far, then, nothing is required except somewhat less obstinacy on one side, somewhat more modesty upon the other. The point at issue is the end: until the end is defined discussion concerning the means is superfluous. And yet neither the classical humanist nor the commercial advocate of technical science or of modern languages should require any such reminder as Prof. Phillimore has given—the one out of respect for Socrates, the second out of respect for scientific method, the third out of respect for the logical perfection of the French language. The first question to be frankly met and answered is this: Is the end of education τὸ ζῆν, and nothing more; or should it also include τὸ εὖ ζῆν? Does man require nothing more than to be fed and clothed in body, and is the mind nothing more than a reasoning instrument to that end? Or does the mind, with its intellect, imagination, aspirations, passions, and emotions, claim, in and for itself, a right to food and raiment?

Every advocate of the classics must be humanist; for him the end must be "the good life"; but this same definition of the educational ideal compels him to accept any and every subject that aspires to reach that end; and, if he may fairly lay to the charge of many of his opponents that they have no ideal beyond τὸ ζῆν, and have not organized their subjects to any other end, let him beware of an obvious retort. His censure is justified neither by the nature of the subjects nor by the aims of many among the teachers, who may justly plead want of opportunity and untried potentialities. Let these, too, in return, pause in their attack upon the classics, lest in clearing ground for themselves they overthrow the existing asylum of the humanities and bury their own aspirations under the ruin. Lowell's words are still true:

> One of the arguments against the compulsory study of Greek—namely, that it is wise to give our time to modern languages and history—involves, I think, a verbal fallacy. Only those languages can properly be called dead in which nothing living has been written. If the classical languages are dead, they yet speak to us, and with a clearer voice than that of any living tongue. If their language is dead, yet the literature it enshrines is crammed with life, as, perhaps, no other writing except Shakespeare's ever was or will be. It is as contemporary with to-day as with the ears it first enraptured; for it appeals not to the man of then or now, but to the entire round of human nature itself. We know not whither other studies will lead us, especially if dissociated from this: we do know to what summits, far above our lower region of turmoil, this had led and what the many sided outlook thence.

So far, then, we gladly accompany Prof. Phillimore: the educational potentiality of the classics is unquestionable; the actual achievement, in many cases, unquestioned. He, too, in return, generously and in eloquent words welcomes the study of modern languages (and, one may presume, though he mentions them not, of scientific studies), provided that the true end is kept in view. "No self-respecting modern language teacher," he adds, "wishes to confine his subject within the narrow limits of commercial utility. His ideals are the same as ours—a literary and humane training, a subject treated according to its deserts, and not according to the market." Not until one comes to the practical application do we part company—that is, if we have divined aright his inmost meaning. Does he argue that classics are the *summum bonum*, or the *primum necessarium?* The latter—if one may judge by these and similar words: "You can teach a boy French without Latin, but what is his French worth? Give him Latin first, and then teach him French." His wish seems to have fathered his thought: because the classics can give the good life, therefore they do; or, rather, such seems to be an underlying postulate at the outset, for at the close a strange inconsistency would seem to obtrude itself. Perhaps the lofty elevation of a professorial chair is responsible; for the pedestrian schoolmaster knows that the majority of his scholars never come near to that thoroughness of classical knowledge which alone can bring them within sight of the end; he knows, also, that many who come to the brink of the river either cannot or will not drink. And what of this great majority? The question must not be considered from the view-point of the specialist, the rare product who can profit to the full by the liberal training of a University. The specialist and the genius will always carve himself a career; but education is a national matter: the battle must be fought on ground of national interest—the method and curricula of our secondary schools—and fought with a full recognition of this fact, that a University career is for the few. Nor must it be forgotten, in the pursuit of the ideal, that education is also concerned with the sordid "living." If Prof. Phillimore mean no more than this—that a knowledge of the ancient literatures is for the highest humanism, for the *summum bonum*, indispensable, then *cadit quaestio*. He is defending a position which has never—at least to the writer's knowledge—been seriously assailed. But in our schools, and for the majority of the scholars, the problem before educationalists is how to reconcile the two ends, how to engraft the εὖ ζῆν upon the ὧν ἄνευ οὐ βιωτέον, if one may take the liberty of a false quotation. It is useless—almost insulting—to hand religious tracts to a starving man.

Let us grant the contention that our classical system is the surest way of reaching the ideal end—*the* end, if one will have it so, of education; equally must we admit that the non-classical studies are more necessary for the commercial end, and of great potentiality, as Prof. Phillimore admits, for that of the humanist. Surely, then, in the case of boys who, from want of time, whether due to *res angustae* or natural disabilities, cannot attain to the one good thing our present orthodoxy supplies, the humanist should welcome any change whereby

* An abridgment, from which the quotations are taken, may be found in the February number of *School*.

hours now wasted on the classics may be devoted to the carrying of those studies, which he now scorns as commercial, far enough to wake into life their latent capacity for humanism. Nor is it generous to say that French without Latin is nothing worth ; far more true that French and English literature study, though divorced from the Latin which explains their origin and vital principle, is better than a bare elementary grammatical frame-work of the three and the literature of none.

But observe further : Prof. Phillimore will have nothing but of the best. Of history as a rhetorical *thesaurus* he will have none—perhaps wisely. Of history as a rational amusement—less wisely—none ; nothing but the genuine historian, a man of wide range over all epochs and filled with the spirit of research. He still writes from the stand-point of the finished scholar and the specialist. Again the question irresistibly presents itself : "What of the majority?" With much of what he says all must heartily agree. It is true enough that men "who listen and swallow and copy and commit to memory" are not wanted. To the which he adds : "nor by such as these are the classics wanted." Then, indeed, is our school system, with its classical training, condemned out of the mouth of the defender of the classics. It looks as though Prof. Phillimore came forward, at the outset, to fight the battle on national grounds, to vindicate the classics as a staple and integral part of the training in our public schools. If this supposition is correct, then the contradiction between that original purpose and the imperious conclusion appears so great that I cannot but fear that I have misinterpreted him. But the emphatic statement that classics are not wanted for a large number of men turned out by our schools sufficiently intelligent and well educated to read for Honours at Oxford seems too positive to admit of serious doubt. Had he argued that, commercially, a University career is often wasted, I should willingly have agreed ; as it is, I feel that we need a new definition of "humanism"—if the use of such a word will be pardoned.

II.

On passing to Prof. Phillimore's condemnation of our historical teaching, it is to be noticed that he does not make it without the highest authority. It may, therefore, be accepted as just, and we may add that it is only that which on *a priori* grounds was to be expected. One must also agree with his major premiss, that history, in order to have real educational value, must be a study of research. I am not here concerned to point out that, if history be studied in a wrong spirit at our Universities, the blame rests upon our Universities alone ; they must put their own house in order and encourage research ; rather, in agreement with the position already assumed—that education is not to be studied from a University, but a school, standpoint, and that it is the duty of educationalists to throw a humanizing interest over school subjects—I would turn from mere criticism to something practical and constructive. For, if Prof. Phillimore's minor premiss be true, that salvation can come only from a knowledge of history as a whole (which, in turn, necessitates a thorough classical education), then, indeed, is the outlook for historical study in our schools more than gloomy. The subject may as well be banished, unless some other remedy can be found, one which will give an educational value to the teaching of so much, or little, history as may be within the range of a school course. And, further, the remedy must be one which will also work in strictly modern schools, where no classics are taught. I myself do not think there is need to search far afield. The evil seems to lie in the method and spirit of teaching and the tyranny of the final examination test.

The commercialist seeks to teach facts, the humanist how to use facts : the end of the first is knowledge, of the second thought and wisdom. In passing, one may notice that under our present system of examinations all we teachers, whether of the classics, modern language, history, &c., are to some degree commercialists. It is the commercialist who has flooded the school world with text-books. For a beginner in history* I hold that books, whether bad or *good* (this is my heresy), are among the greatest evils of our present system ; the written words are for the more advanced student ; for him they are not stone-cold images, but living things, listening and answering ; in his mind they can "generate still and cast their seeds, provoking and causing infinite actions and opinions in succeeding ages." So writes Lord Bacon ; but for a beginner the very excellence of the books, which can be put into his hands, intensifies the evil ; better far the spoken word, however inferior. "Many of us have observed, and often with much surprise," says Prof. Butcher, "the mysterious value that resides in the living voice of the teacher—or shall we call it a strange weakness in the mind of the student?—which causes a lecture of very moderate worth (provided it is clear and fairly well arranged) to arrest the attention of the listener, when the same thing expressed in a more finished and complete form, if read in a book, awakens the most languid interest. . . . To come into contact with learning in a human and embodied form has a peculiar mental stimulus of its own." Or compare two books one with another. Bryce's "Holy Roman Empire" is a masterpiece, but let a candid reader compare the finished edition with the original essay ; I believe that the essay will give the greater stimulus, and have the greater educational value ; for the subject is presented in a less digested and therefore a more suggestive form, because something is left to the imagination of the reader. Who would think of beginning a lesson in Latin prose by analyzing the fair copy by Sergeant? The excellence would paralyze all aspiration and original thought ; it is too high and wonderful for the pupil, a thing to which he cannot attain. Yet we are daily committing this blunder in our teaching of history : we seek out the best of text-books and present a finished picture of our period, the events logically arranged, the social and political forces clear cut, the organic unity analyzed and discussed and explained. What room is left for original effort? What wonder if the boy is content to "swallow, copy, and commit to memory"?

Prof. Case collected years ago in a pamphlet the chief original authorities on the early constitutional history of Athens which were then available, and put it into his pupils' hands as raw material for original work. Is it impossible to teach history in our schools on somewhat similar lines? Let our text-books, whether English, Greek, or Roman, consist of quotations or translations from original authorities, copies of inscriptions, coins, vase-paintings, arranged and classified according to the question which they illustrate and divided into sections according to the amount of information fitted to the age of the pupil. Let the night work consist in learning one of these sections. If it be objected that the ancient histories alone are adapted for such treatment, I may call attention to the fact that a series of handbooks on mediæval history, consisting of such quotations, but not classified and graded according to my suggestion, was in existence some years ago. If, again, it be objected that this treatment is unsuited to young boys, then an elementary section might be added, containing a series of questions, to each of which are attached six or ten *isolated*, but carefully chosen, facts, or the teaching might be entirely oral. Mere memory work this, and fact-cramming, it may be urged. Possibly so ; but, after all, a beginner uses his text-book only as a quarry for facts, and experience shows that, as a rule, he remembers those which appeal to his poetic or romantic imagination, not to his historical faculties ; thirdly—and no small matter—the time required for preparation would be lessened, and the pressure of night-work lightened. The real work is to be done in the morning, orally, by the master. Suppose that the lesson be of an hour's duration ; twenty minutes, either by question and answer or by lecture, given to breathing upon the dead facts, so that they come together and live. The boy will see history in the making ; he will approach the subject from the view point of original research. Another twenty minutes might be spent by him in writing a connected answer in a note-book for future reference ; for ten more, the master might throw out a few suggestions to guide the pupils in dealing with the next section ; ten minutes remain, given (at the beginning of the lesson) to discussing the written work of the last lesson. Continue this system for two-thirds of the school year ; in the third term take the best text-book and revise. By the way of fostering the research spirit, instead of the perpetual round of prize essays in composition, a boy might be required to take authors previously read (*e.g.*, Cicero's "Catiline Orations," some "Selected Letters," Sallust's "Catiline"—these he might be asked to supplement by reference to other authorities), and to write an essay on the conspiracy, illustrated

* *Mutatis mutandis*, the suggestions apply, I think, to many other subjects. Method must be learnt (1) inductively, and (2) by thought, or (1) deductively and (2) by memory.

from the original authorities. What matter if these be inadequate; the object is not to swallow the whole truth, but to train the mind in the way of truth-finding, to bring home the inseparable connexion between history, literature, art in general, and all that goes to make up the complex of social forces.

Further, something might be done by way of an introduction to the comparative method of study. Here the Oxford and Cambridge Board can give invaluable help. While I fully recognize the work that it has done in raising the standard of examination and fostering scholarship, I cannot, after long acquaintance, avoid the conclusion that the historical part of the examination is defective. The range is narrow and tends to reduce the teacher to a machine; the two papers are a delusion. A boy who is *certain* to pass the general paper will pass the special; one who obtains distinction marks in the first will generally obtain them in the second. And more: I will venture to say that a handbook of not more than a hundred and fifty pages could be compiled which would ensure a pass, often a distinction, upon any Greek history paper set within the last twenty years. Let one paper suffice for a pass; extend the ground covered or raise the standard; fight against cram. Let the second—the distinction—paper be optional; let it deal with some period or principle in the history of another nation which might serve as a suggestive parallel, either from similarity or the reverse, to some important aspect of the pass paper. For example, a paper on Greek history to 323 B.C. might be balanced by a study, illustrated from Roman history, of either the rise or the fall of the City State. The parallel need not be close: it might often be taken from modern history; for it is just as necessary to see a radical difference under a superficial similarity as a radical similarity under superficial contrast. Or a type of government might be chosen—a portion of the history of the Swiss Confederation side by side with the study of federal government. Again the special paper might be a continuation of the pass paper. The pass paper might be Rome from 32 B.C. to the fall of the Western Empire, the optional paper deal with the theory and influence of the Holy Roman Empire. In all cases the Board should define the exact object of the distinction paper.

Thirdly, a plea may be urged on behalf of recent history. On this point I differ from Prof. Phillimore. And it must be admitted that authority is on his side. Authority has spoken; it has declared that the last century is too near to allow a proper focus, that it is impossible to write dispassionately. The question is too wide to argue here; I may perhaps have an opportunity of returning to it at a later time. Here I will simply say that, whether authority be right or wrong, I am heretic enough to believe that it is a greater disgrace to an Englishman to be ignorant of Shakespeare than of Sophocles and Virgil, of Edward I. than Solon, but most disgraceful to plunge lightheartedly into discussions on the problems of the twentieth century without any knowledge of the nineteenth. Nor is there no positive advantage. The subject-matter in itself will save a self-respecting teacher from dogmatism; he will be in less danger of stifling individual thought within his class, and may, perhaps, from the philosophic attitude of the class-room return a more sober and reasonable disputant to his private life. The violent partisan will, at the worst, but make himself an unconscious source of merriment to his form and throw an involuntary charm about a subject often dull. Lastly, if our aim be knowingness rather than knowledge, it follows that, till earlier periods are taught in a way that will leave a boy's judgment free and his intellect active, instead of making him an animal that "swallows, copies, and commits to memory," the unsolved problems of the last century must supply an intellectual stimulus that can never be found in the peptonized history of the popular text-book.

P.S.—Since the first draft of the above was written, Dr. Prothero has spoken before the Royal Historical Society. I regret that I can only quote from a report, and, therefore, may misrepresent his views.

The President spoke of the neglect with which the history of the nineteenth century was at present treated in this country. The earlier epochs of modern history received their due share of attention, but with the Battle of Waterloo and the Congress of Vienna our interest in foreign history seemed to come to an end. In England, we were badly off for foreign histories in general; indeed, such books were not to be found in our libraries, and this was a reproach to British scholarship. He contrasted the severe limitations imposed by Oxford and Cambridge with the broader basis on which the subject was taught in Germany, France, Russia, and other countries. The historian could certainly treat the history of the last century with just as little prejudice as the history of any remote age. He did not desire that modern history should be made a compulsory subject for our schools, but he certainly asked that it should form a regular part of our curriculum, as it was an indispensable introduction to the study of the political and social problems of the present day.

E. W. CLAYFORTH.

HOME-WORK.

A WELL WORN COMPLAINT.

IT is impossible to stay in the same house with boys and girls who go to day schools without being impressed with the futility of much of the dawdling over books and papers that goes by the name of home-work. Hours that might be spent in social intercourse or outdoor exercise produce only the feeblest and most meagre of intellectual results, and many teachers are ready to deplore the evil, though comparatively few take vigorous steps to put an end to it.

Under the term "home-work" is here included all that is given to a pupil to do by himself, without help, guidance, or oversight from the teacher who set the task. In its more acute form it is actually taken home, and may have to be struggled through at one end of the table in the family living-room and in the midst of family discussions. In a somewhat milder type it is done in a class-room, at a desk, in the midst of other children all supposed to be quietly employed in the same way. In this latter case a teacher is present, who discourages conversation, and may offer advice, sometimes of dubious value, on every conceivable subject from a quadratic equation to the verdict of history on the proper use of cavalry.

In neither case is any one present who knows what the pupil may fairly be expected to do, and in both cases help is often unfairly and injudiciously given or withheld.

"You are all very naughty children," said an arithmetic teacher to an assembled class; "you have all made exactly the same mistake in your home-work."

The humour of the apostrophe was spoilt, for the stranger who heard it, by a sudden vision of utterly wasted time and effort, the tears of pupils and the exasperation of teachers, called up by the tragically simple phrase.

There must be apparent advantages to account for the wide popularity of so detestable a system, and to inquire after these is the readiest way to find reasons for its abolition or modification.

Children must learn to work by themselves. This is the first and most important plea against home-work, although it is often put forward as an excuse for its continuance. It is true that private research must have small and simple beginnings very early in school life. The mere baby who has just mastered a few words of three letters may be required to glance down a page of large print and find out where the fox was, and the fact that he was "in his den," dull and dry as an isolated statement, acquires new interest when it is the answer to a question.

This trivial beginning gives the keynote for all private work: it ought all to involve the answering of some question. At first this must be supplied by the teacher with, as far as possible, the connivance of the pupil; as the capacity for thought increases it may be the expression of the pupil's own desire for knowledge.

It may be objected here that the questioning age comes early in the life of a child, and passes before his power of thought begins. It is true that the period during which he is, conversationally, a note of interrogation is soon over, but this is not so much a time of inquiry as a time for the learning of new words. No child can evolve a copious and accurate vocabulary out of his own inner consciousness, and his early floods of questions are patiently answered with a view to helping him in this direction rather than in the acquisition of knowledge.

Problems intended as a guide to private research work are, therefore, generally formulated by the teacher. They are given out as part of the ordinary work of the class and are generally answered in writing, partly because this makes it possible to

estimate the work of each pupil separately, and partly because "writing maketh an exact man."

Sometimes the child has to exercise his own senses on some object or objects supplied for his observation: for instance, berries of the wild rose and of the hawthorn are distributed and the class writes down the differences that can be remarked between hips and haws, or the points of resemblance, or both. Sometimes, especially with older pupils, books are consulted; a class of the average age of sixteen may be asked to estimate the personal share of Cromwell in the death of Charles I. One student takes Carlyle's edition of the "Letters and Speeches," another takes Clarendon, others take more modern text-books; all make notes and draw up reports from the chosen authority, and these are discussed and embodied into an expression of the general opinion of the class. It is usually possible to prevent the inevitable Royalist member (who is always excitable) from committing a violent assault by allowing him a codicil of protest at the end.

When problems of this kind are solved in the class-room, in the presence of the teacher, it is possible to prevent the discouragement that comes from the laborious following of a wrong road. It is good and healthy sometimes to allow young people to make mistakes, and to find out for themselves where and why they went wrong; but there is something at once exasperating and disheartening in the consciousness of hours of wasted effort.

One of the commonest faults in working algebraical equations is the selection of a wrong unknown quantity. If the teacher, seeing something amiss, comes up behind and grasps the mistake, a few questions will convict the pupil of his error, and he may start afresh on a new problem, instead of toiling on, desperately and hopelessly, for perhaps half an hour.

There is nothing to be gained by heavily hammering in a wrong impression, and yet home-work is often entirely spent in this vain pursuit. To the painstaking duffer the absence of intelligent supervision means a despair that clogs every effort, but even he is not so hardly used under the present system as another young person not infrequently found, who always explains over his blotted and fragmentary records that he "tried for ever so long, but couldn't get it to come right."

When his private efforts have to be made under the eye of the teacher who set the task they are apt to become marvellously rapid and efficient. He loses the solace of the distractions that used to diversify "prep.": he cannot make paper boats and darts, whittle sticks, or cover sheets of paper with portraits of his relations and friends. But the increased regularity of his hours of work and play soon compensate him for the loss of these diversions, and it is pleasanter not to have to explain to his father every time a report comes in that he "cannot help it: his problems always will come wrong; he never will be any good at mathematics."

"But the time!" complains the examination-driven teacher; "how are we to find time for an adequate amount of private work in class?"

It is especially as a saving of time that the demand is made for the abolition of all home-work for children under twelve and its entire revision for pupils over that age. Present usage in this matter differs widely: in many schools it could not be improved, in still more it could—very much. The hours of work often expected from immature brains are preposterous and absurd. Children only save themselves from irreparable disaster by shirking—a detestable and ruinous habit that cramps a man's usefulness all his life. It is no doubt better that a boy should shirk than that he should inflict permanent injury on his brain, but it is reckless and cruel folly to expose any boy to so desperate a choice of evils.

MABEL A. MARSH.

CORRECTIONS AND ADDITIONS TO LIST OF REGISTERED SCHOOLS.

GIRLS' SCHOOLS.

Coventry, High S., The Quadrant (Miss Hales).
Forest Gate, Collegiate S., 328 Romford Rd. (Miss Wall).
Scarborough, Valley Bridge House S. (Mrs. Winter).
Surbiton, Romanoff S. (Miss Cooke).
Wimbledon Park, Levana S. (Miss Young).

CALENDAR FOR NOVEMBER.

[*Items for next month's Calendar are invited. Matter should reach the Office, 3 Broadway, Ludgate Hill, London, E.C., by the 23rd inst.*]

1.—Return forms for Cambridge Teachers' Training Syndicate Exam.
2-4.—Law Society. Intermediate and Final Exams.
3.—National Froebel Union. Return forms for Higher Certificate Exam.
3.—Return forms for Institute of Chartered Accountants' Preliminary Exam.
3.—London University LL.D. Exam.
3.—Dublin University (Trinity College) Entrance Exam.
4.—Oxford Exams. for Women. B.Mus. and D.Mus. Exams. begin.
5.—London University M.D. Exam. Return forms.
6.—Oxford Exams. for Women. Second Public Exam. Return forms and fees.
7.—University College, London, 8 p.m. Dr. Chalmers Mitchell on "Evolution and Degeneration."
10.—Institute of Chartered Accountants. Send in forms for December Intermediate Exam.
11.—London School Board. Apply to Clerk, Scholarship Exams.
14.—University College, London, 8 p.m. Prof. Westermarck on "Feelings and Ideas relating to the Family."
15.—Ireland, Intermediate Education Board. Last day for sending in lists of students.
15.—Post Translations for *The Journal of Education* Prize Competitions.
18.—Institute of Chartered Accountants. Send in forms for December Final Exam.
19.—College of Preceptors. Council Meeting.
20.—Oxford Exams. for Women. Return forms for First Public Exam.
21.—University College, London, 8 p.m. Prof. Westermarck on "Marriage and Women."
22.—Oxford Exams. for Women. Return forms for First Public Exam. Holy Scripture.
22.—Post School News, items for this Calendar, &c., and Advertisements for the December issue of *The Journal of Education.*
23.—London University B.A. Pass List published.
26 (first post).—Latest time for receiving urgent prepaid School and Teachers' Advertisements for the December issue of *The Journal of Education.*
27.—Birmingham, King Edward's School Entrance Scholarship Exam.
28.—University College, London, 8 p.m. Prof. Westermarck on "The Social Sentiment."
30.—Surveyors' Institute. Return forms for Preliminary Exams.

The December issue of *The Journal of Education* will be published on Wednesday, November 30, 1904.

HOLIDAY COURSES.

NANCY.—All the year round. French. Apply—Monsieur Laurent, à l'Université, Nancy.
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INCORPORATED ASSOCIATION OF ASSISTANT MASTERS.

[*The Executive Committee of the Council of the Assistant Masters' Association, in accordance with a resolution passed on December 8, 1900, adopted as a medium of communication among its members* "The Journal of Education"; *but the* "Journal" *is in no other sense the organ of the Association, nor is the Association in any way responsible for the opinions expressed therein.*]

AN excellent piece of work has lately been carried out by the Education Sub-Committee, with the assistance of a Sub-Committee of its members, in the preparation of a report on the "Teaching of English." We hope that the time is not far distant when the "A.M.A. Syllabus" will be a widely consulted handbook on all questions of curricula.

Preparations for the January meetings are already in progress. In order to avoid clashing with the meetings of the North of England Education Conference, the A.M.A. meetings have been fixed for January 3 and 4, 1905. The matters for discussion are still under consideration, but hints from Branches will be welcome. Before the January meetings we hope to have issued a definite *pronunciamiento* on the scheme of the Board of Education regarding school certificates.

Another meeting has been held by the supporters of an Association

for Teachers in Technical Institutes, &c., in London, and it seems that the proposed association is now likely to be formed. According to one speaker at the last meeting, "secondary teaching is really an excrescence upon the work of the polytechnics, and will in time be removed." Dr. Johnson defines an excrescence as "something growing out of another without use, and contrary to the common order of production." It comes as a sad blow to the secondary teacher to learn that he is somewhat of an anomaly, and one cannot help wondering where the parent stock was in the days when Winchester, Eton, and other, not unimportant, secondary schools were founded.

An inquiry as to the general conditions of service is being made on behalf of the Association. It is hoped that members and non-members will give their assistance in making this return complete. The need for such information is daily becoming more pressing at headquarters. Our Statistical Department ought to be one of our strongest features, and it is in this respect that members who are not attached to Branches can best contribute their quota to the general good.

A new Branch, to comprise the educational area of the County of London, is in process of formation. While it is not intended to entirely do away with the existing four London Branches, it is hoped that those members who are working in that area will join the new Branch, keeping in mind the maxim that "Union is strength," and that when representations have to be made to the Education Authority the more representative we are the more weight we are likely to carry.

The Thursday evening Social Meetings were resumed, with success, on October 20. The next of these meetings will be held at the Bedford Head Hotel, Tottenham Court Road, on November 17.

The annual smoking concert will be held at the above hotel on Saturday, November 12.

CHRISTMAS BOOKS.

The Poetical Works of John Milton. Edited after the Original Texts by the Rev. H. C. BEECHING. (Price 2s. Frowde.)—This is likely to prove one of the most popular volumes of the "Florin Series." Paper, printing, and binding will recommend it to the general reader, and to the student it is an inestimable boon to have a complete reprint of first editions, reproducing Milton's spelling and punctuation, for the accuracy of which Canon Beeching's name is sufficient warrant.

The Brown Fairy Book. Edited by ANDREW LANG. Illustrated by HENRY FORD. (Price 6s. Longmans.)—Mr. Lang has the Greek gift of eternal youth, and this, the sixteenth volume of the series, shows no sign of sameness or decay. "Rübezahl," the longest story in the "Brown Book," will be familiar to many; but the Kaffir and Lapp tales will be new even to folklorists, and the two Hindoo tales, taken down by Major Campbell from the mouths of natives, have never before appeared in print. Might we suggest that elders, who are always the purchasers and often the readers of these volumes, would greatly value a brief appendix giving the exact authorities and a few editorial notes.

Messrs. Macmillan send us a complete edition of *Idylls of the King* in the "Golden Treasury Series." (Price 2s. 6d. net.)

With Milton and the Cavaliers. By Mrs. FREDERICK BOAS. (Price 6s. Nisbet.)—This, like the same author's "In Shakespeare's England," is "a series of pictures," an album of sketches which it is pleasant to turn over, though the connexion between them is only one of time. Mrs. Boas is stronger in history than in literature, and there seems no sufficient reason for placing Milton's name on the title-page. He might even be conceived as the connecting link between Puritans and Cavaliers; but this is not Mrs. Boas's view: "He stands as Shakespeare does, apart from his contemporaries." The comparison of "Lycidas" with "In Memoriam" is not illuminative. True, they are both "elegies" on a departed fellow-student; but the "personal note," which, according to Mrs. Boas, is the dominant chord of "Lycidas," is to our ear only a faint undertone. On the other hand, the thumb-nail sketches of Jeremy Taylor, George Herbert, and Falkland are excellent.

Traffics and Discoveries. By RUDYARD KIPLING. (Price 6s. Macmillan.)—To convey the general impression left on the reviewer by this last volume of Mr. Kipling he must have recourse to a parable. Knowing just as much of Spanish as can be picked up by reading a few chapters of "Don Quixote" with a crib, he once purchased on a railway journey a modern Spanish novel. The plot was exciting, the descriptions were vigorous, and, by help of a pocket dictionary, he managed to make out the general sense, and wiled away the tedium of an all-day travel. In reading Mr. Kipling we have the advantage of knowing English, but the counterbalancing disadvantage that a dictionary will not help us. Mr. Kipling picks up technological slang with the same miraculous facility with which Prof. Palmer mastered dialects (once and again he trips, as when he gives a bobstay to a trawler); he leaves us gaping with astonishment, as at the facts of a calculating boy or a blindfold chess-player; the cleverness is undeniable, but we ask ourselves: "Is this literature?" A full answer would need an essay, and we must content ourselves with replying categorically that three-fourths of the present volume must be classed as journalism, brilliant articles on the Boer War, on Army reform, on conscription, disguised as romance. The remaining fourth is *Dichtung*, pure imaginative literature, and in particular "They" is worthy to take rank with Lamb's "Dream Children."

The Romance of Modern Locomotion. By ARCHIBALD WILLIAMS. (Price 5s. Pearson.)—We commended last year "The Romance of Modern Engineering" by the same author, and it is almost enough to say that this volume follows the same lines. There is no attempt at word painting, but the author relates simply and lucidly the most prominent features of railway enterprise all over the world. He has gone to the best sources for his information and has marshalled his materials in an attractive form.

The Romance of the Animal World. By EDMUND SELOUS. (Price 5s. Seeley.)—A few of the headings taken at random will indicate the scope and character of the book: "Crabs that eat Cocoanuts," "The Story of Maldonada," "Beavers and Railway Companies," "Breakfast with an Alligator." The book is a romance in more senses than one: Mr. E. Selous, a brother of the African traveller, does not pretend to be critical. He implicitly believes in the virtues of the snake stone; he swallows the sea-serpent, including "the loud noise like a cannon-shot as each rib [of the whale] broke," though he allows there may be some slight exaggeration in Bishop Pontoppidan's kraken mistaken for an island. Mr. Selous is not critical, but most of the marvels in his book are well attested, and he writes pleasantly.

The Prince Hereditary. By M. BRAMSTON. (Price 2s. The Wykeham Press.)—To a schoolboy in England, to whom a "Socker" match is of prime importance, it must necessarily be somewhat startling to know that he is heir to a German Principality—even if it is but a small one—and must set out immediately for his princedom; and these facts might have been less awkwardly told. Ernest begins well in his new life, but whether, in the end, he would have been so keen to start a fresh *Waldbergen* in the New World if he had not fallen in love with a "beggar maid" whom his family would never receive is not quite clear; and his people might have benefited as much if, having been sharp enough to discover Skiapoulos's treachery, he and his cousin had had the sense to put a stop to it. The story is well written, but Elpis is but a shadowy person and does not inspire interest.

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The Girls of Cromer Hall. By RAYMOND JACBERNS. (Price 2s.)—The story of a particularly naughty little schoolgirl, whose one idea is to do what she is told not to do. Betty is not specially attractive, but children will find her naughtinesses amusing. The story, which is nicely written but for some odd Americanisms, covers only one term, in which Betty is expelled from one school and very nearly so from a second.

The Water-finders, by the Author of "Two of a Trade" (price 1s.), gives a capital picture of village ways and prejudices. Some of the characters are very cleverly sketched, though the conversion of the village loafer is rather sudden.

The Phantom Spy. By FOX RUSSELL. (Price 2s. 6d.)—John Dare's calling naturally brings him into all sorts of dangers and difficulties, from which a cool head and any amount of "cheek" extricate him successfully. Dare does all his spying from the most patriotic motives, and of course the reader's sympathy is on his side; but it does often seem as if the various generals and functionaries whom he hoodwinks were provokingly easy to take in.

In the Trenches. By JOHN FINNEMORE. (Price 5s.)—A spirited story of the Crimean War. It opens with the battle of the Alma, and ends with the taking of Sebastopol. The hero is a rifleman in the Light Division. The son of a soldier, but too poor to buy his commission, he has enlisted in the ranks. His pluck and readiness stand him in good stead, and, though he has his full share of fighting, he comes through scatheless till the assault on the Redan, where his gallant behaviour wins a commission. The book gives us some striking pictures both of the glories and horrors of war. There are six coloured illustrations.

Highway Pirates. By HAROLD AVERY. (Price 3s. 6d.)—"Highway Pirates" is, of course, mainly a story of adventures; but we are glad to say that this has not prevented the characters from being well drawn and true to nature. The hero is not overwhelmingly clever or lucky, and the school to which he goes is well described. The main incident of the book is the escape of some convicts from a coach, and the forced journey with them of the hero. The introduction of a smugglers' cave and secret chamber is, we suppose, inevitable. The book is well illustrated, with four coloured pictures.

A Trusty Rebel. By Mrs. HENRY CLARKE. (Price 3s. 6d.)—The hero is a Cornish youth, who has been brought up in France and becomes a devoted adherent of Perkin Warbeck, whom he fully believes to be the true representative of the House of York. Neither love nor self-interest can shake his loyalty, though his life is constantly endangered by it, till Warbeck, whose courage always fails in danger, takes fright at the approach of Henry VII. at the head of an

(*Continued on page* 754.)

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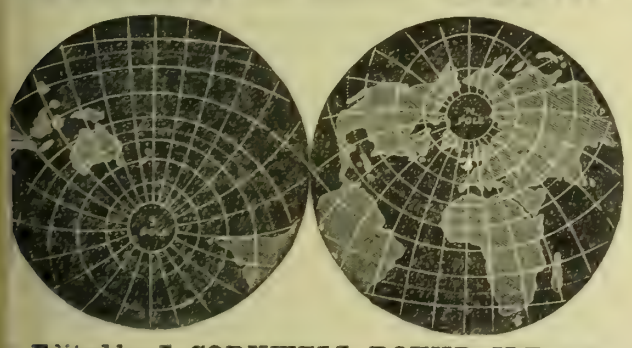
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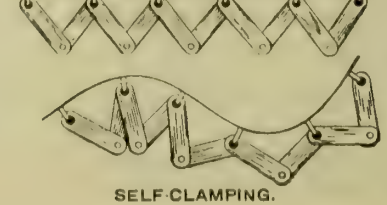
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In what I have to say—and I speak because it ought to be said—I shall endeavour to concentrate my attention on the heart of the matter, leaving the limbs, Clerical, Nonconformist, and Departmental, to the mercies of the horde of critics who are already at grips.

The two essential factors in the problem are teacher and child. To bring these together under the most favourable circumstances ought to be the admitted aim of all concerned. The child we must take as he comes, and the condition in which he enters on his school life varies with his home environment. Hence, we can do nothing directly to improve the raw material which reaches the teacher's hands. All the more, then, must we devote our legislative action towards securing that the teaching power shall be of the best possible kind. I do not say the best available, but the best possible, and therein lies the point wherein I am at variance with the many who have spoken. The personal character of the teacher is of supreme importance, and no single effort ought to be omitted which would tend to raising, and raising decidedly and effectively, the general standard of those in whose hands the future of the nation undoubtedly lies.

The true teacher, like the poet, is born. He cannot be manufactured in any factory, Government or private. He can only be recognized and made as widely useful as possible when discovered. I do not say he is altogether rare, but I do say, and I wish to say it as emphatically as words permit, that the nation fails to secure any important fraction of the real teaching power existing in our midst. With equal emphasis I assert

that it does secure an enormous amount of energy, fairly well equipped and most conscientiously exerted—but entirely misapplied. I am convinced that four-fifths of the teachers in elementary schools, could they be sure of securing the same income and the same amount of free time, would instantly, and without regret, leave their profession for any other whatsoever. And why? Because they represent the honourable mercenaries of the profession. All honour to them! Hard and uncongenial is their lot, and honestly they do what they recognize as duty. I do not—I *could* not—impugn their scholarship, nor their conscientiousness, nor their measure of success, but I do say of them that they fail to recognize their responsibility. The future of the nation is in their hands, and they know it not. The fault is not theirs. Rather do circumstances combine to obscure their true function from their eyes. Innumerable small responsibilities and duties, countless tiny reckonings subject to divers audits—these unite in causing the Now to bulk larger than the Then, and in clouding the sky of duty with multitudinous flecks of the cirrus of over-government. The limits of present acquirement restrict the bounds of knowledge to a horizon that should extend to the confines of power and wisdom.

This must needs be so while teachers are as they are. It were imprudence to commit wide functions to an ill-paid mercenary. Along with extension of function must come reform in the ranks. The nation pays very much more to have its beer and whisky of a certain standard than it does to have its children trained towards useful living, and so long as this is so the necessary reform in the educational army will be delayed. The civil servant has an assured position at a regularly increasing salary. He holds his office with a firm tenure. The national educator—surely a civil servant in the highest sense—has an insecure tenure of a rather despised post at a salary which soon reaches a meagre maximum, if indeed it increases at all. The civil servant retires on a generous allowance; the teacher is superannuated on a paltry pittance, rarely exceeding from £40 to £50 per annum.

Even at these meagre salaries many teachers are overpaid. There must be in all trades and professions those whose service is dear at any price, but in education they ought to be reduced to an absolute minimum. The mechanic who does bad work must speedily improve, or divert his energies otherwhere. The teacher who does bad work may remain for twenty years, wasting, say, in that time one year in the life of each of his fifty pupils, or a thousand years in all. Think of it. A year ill spent is lost, and may lead to the loss of more—aye, even to the loss of a life-time. A year under a bad teacher is undoubtedly lost. The conclusion needs no pointing out.

In Scotland hundreds of pupil-teachers who fail to enter training colleges continue teaching, nevertheless. The failures are all employed, and the advertisement sheets of our daily papers show that, were they even more numerous, not one need despair of finding full occupation. The nation would spend the money wisely were it to pay these individuals their salary to abstain from teaching, provided real teachers could be put in their places. A teacher whose work is but mechanically good is scarcely a calculable asset in the nation's wealth. We require in our teachers, not scholarship merely, nor teaching power alone, nor the faculty of organization simply, but all three, united by the one other thing needful—an enthusiasm arising from a clear conception of the real function of the teacher. What nation can look for this at a hundred pounds a year? Let the reality of education be once recognized and let the real educator be adequately paid, and the end of our educational troubles will have come.

The servant of many must, ere that day, be the master of many. Whereas the teacher of to-day is subject to the dictation of manifold masters, the teacher as he should be will find these authorities vying with each other in their efforts to promote all that tends to make certain for him the full and unembarrassed performance of what his own recognized wisdom decides to be his duty.

In Scotland alone we have hundreds of untrained teachers, some of them true educators. We find in their ranks at times students who have failed to enter the training college, but who, none the less, possess the true secret of their profession, which cannot be bought for money, nor dispensed in any college whatsoever. In a particular locality, the influence of one good teacher endures for a generation at least. Yet this truly national work is done usually for some £80 per annum. We venture to assert that the influence of a good teacher far surpasses the combined influence of a dozen preachers.

Obviously, then, it were to the permanent benefit of the nation to secure generally such teachers. How is it to be done? Not by making scholarship the sole criterion. For the groundwork of the profession high scholarship in the strict sense is not essential. I have known profound scholars who were quite incapable of teaching; yet they sat in professorial chairs. I maintain that much of the elaborate system of imparting knowledge in vogue in our training colleges is worse than useless. It stands in the way of something more fundamentally essential to the teacher—to wit, the opportunity of learning how to teach. For, though the real teacher, as I said, is born, yet I hold that very much could be done in the way of securing that training-college students should see and recognize, and try to follow, good teaching.

In most of our training colleges students learn many things, but seldom the one thing needful. The authorities do not find it possible to give the students any real practice in teaching. During the two years I spent in one of the best of these colleges, his entire teaching time did not exceed a fortnight. Once or twice he heard a lesson taught by an expert, but only once or twice.

Now, I hold that this ought to be the main work. "Docendo discimus." Students ought actually to teach, or to watch and discuss good teaching, half their time. The other half may, with profit, be spent under good teachers, in the acquisition of the knowledge necessary for their future work. From the first, each student ought to be responsible for the progress of a class during a period of time extending to at least three months. The class may be changed periodically, or he may have during the same period to do the actual teaching of more than one class. This, we know, would cost money, but the result would abundantly justify the means. Many a trained teacher will admit that, if he had not learnt how to teach while serving his apprenticeship, his sojourn in the training college would not have given him any serious help in this particular matter.

The Education Department wisely endeavours to weed out the incapables before they have gone far in their apprenticeship; yet actual teaching power does not carry its due weight. It ought certainly to bulk more largely than aught else in the formation of an eliminating estimate.

We suffer at present from a scarcity of teachers, and no wonder, with salaries at starvation point. Few care to enter a profession so underpaid and undervalued, nor will matters improve until some clearer conceptions are general. To a certain extent, doubtless, teachers are to blame for the fact that their position is somewhat underrated. Many of them, we fear, possess just that amount of knowledge which fails to reveal its own insignificance, and they are hence in danger of confusing knowledge with wisdom. This leads them, at times, to despise their inferiors in knowledge, and so deservedly to receive slight regard from their equals in knowledge who have some wisdom to boot. Charles Lamb's schoolmaster may be moribund, but he is by no means defunct.

The drastic remedy, and the only one, is clearly a large increase, first, in the efficiency of the average teacher, and, secondly, in his salary. The first increase may involve the strengthening of the training-college staffs; the second must involve a more lavish—or, rather, a more reasonable—expenditure of public money.

Who, then, shall judge of the teacher's fitness for the national duty he performs? Obviously, those who possess a true conception of the work contemplated. Not the petty trader who is a Solon in his little community, not the squire whose broad acres the children may one day till, not any council of local ratepayers desirous at once of the two incompatibles, cheapness and excellence. No! by all means, no! Let the appointment of the nation's educators be a national concern. Let a body, under whatsoever designation it please, be created from among the accredited greatest educators of the land—men who have reached the prime of useful lives spent in effective teaching—and let the members of this body receive adequate remuneration from the nation for doing a national work in selecting men and women truly competent as teachers in all public schools. Is it any more necessary, I ask, that a district select its own teacher than that it select its own lighthouse-keeper or fishery officer or Exciseman? If so, why? I say that it is not. By all means, I admit, a measure of

choice may be given, as it is given in the Civil Service; but away with Local Authorities, *ad hoc* or otherwise.

Whoever considers what a vast amount of time and money and trouble would be saved by such a step will, we think, see the obvious advantages. The scarcity of teachers would at once disappear. The average teacher would be relied on and respected. All petty worries would disappear from his life. In the course of a few years men would wonder why we persisted so long in the old system.

Salaries would be uniform, as in the Civil Service. Promotion would be certain. Transfer would be available, and the teachers who preferred the country to the city—and they are many—would be able to gratify their desire, or, in many cases, increase their span of life, by a seasonable transference of abode. The rural teacher deserves as good a salary as his city colleague. Though his pupils are fewer, the number of classes he conducts may be greater. The number of classes, rather than the number of pupils, is the measure of the powers to be expended in teaching.

Only by such a change will the question receive due treatment in its national aspect. It will cost money—much money; but it will be well worth it. The child of to-day will be the citizen of a decade hence: by him the nation rises or falls. Let us give him the chance to be all he may. What availeth an Education Bill giving enlarged administrative areas? The area in question is the area of the nation's youth: let it be recognized and dealt with in all its extent.

We have had too many trifling changes. Let us make the radical change, and secure, at any cost, the full educational power possible to us as a nation. Initially some may suffer, but a little time will see the change effective in its entirety. We make no paltry plea for larger salaries, nor for freedom from local interference, nor for security of tenure; we ask just remuneration for national work done by men who possess the nation's confidence.

Thus, and thus alone, will the child—the nation in embryo—come under those vital influences that make for greatness, for progress, and for stability.

CORRESPONDENCE.

"WHAT IS SECONDARY EDUCATION?"

To the Editor of The Journal of Education.

SIR,—It was with deep regret that I read in *The Journal of Education* for October the article entitled "The Board of Education *v.* Local Authorities," and your endorsement of the views expressed therein in the Occasional Note "What is Secondary Education?"

I do not wish to discuss the general question of the control of education in secondary schools: there is something to be said for both sides. Only, I would point out that the danger of Local Authorities regarding the secondary schools as existing for the sole purpose of educating pupil-teachers and elementary scholars is a real one.

It is, however, on the questions of scholarships for the pupils of secondary schools and of the need for preparatory classes that I differ from you and your correspondent. It seems to me that two unwarrantable assumptions are being made: (1) that scholarships are to be provided out of public moneys for the single purpose of giving a secondary education to children educated in elementary schools; (2) that heredity and environment count for nothing.

Now, I take it that the nation provides scholarships, not to benefit the individual members of any one class, but to get the service of the best men and women—best intellectually and morally—for the State. It does not matter what social class they come from so long as they are really able to give a large return for the money spent on them, provided that, without financial help, they are unable to obtain the education necessary for the full development of their powers. The object for which scholarships are provided has only to be stated thus for it to become obvious that it is both illogical and economically unsound to limit all scholarships to candidates drawn from one class only. I venture to maintain that the nation is at least as likely to obtain its original thinkers and its captains of industry and commerce from the middle as from the lower classes.

It may be said that middle-class parents do not need scholarships for their children. Nearly every teacher in ordinary secondary (*i.e.*, grammar or foundation) schools, whether called high or middle schools, can tell of promising scholars withdrawn too soon and sent into employments which could be equally well pursued by others of far less ability, instead of receiving a scientific training in industry or commerce (to speak of nothing else) just because there was no money to pay for it, and no scholarships were open to them because they had not been educated in an elementary school. In other cases the training has been given, but at the cost of sacrifices from which the average working man would shrink. Has this no influence on the decreasing middle-class birth rate, which is causing so much disquiet just now? Further: have the middle classes, who bear the burden of the greater portion of the rates and taxes to provide education, no right to a share in the benefits of free education?

It may be answered, "If they want scholarships for their children, let them send them to the elementary schools. All children of every class should go to the same schools." Why, Sir, how utterly unscientific! One would think that all we have ever learnt about heredity and the influence of environment had never been heard of. Every one who has taught children of the same age in a secondary school and in an elementary school, knows that the average middle-class child can easily distance the average elementary scholar, if for no other reason, yet because its mental training is going on at home as well as at school. And the older the children grow the greater the difference becomes. Has any one inquired why it is that the typical Board-school boy who goes to the University can do so well in mathematics and science, but fails so utterly in the humanistic and literary subjects? How many of these scholars have given the nation a return in the shape of original thought and discovery?

Now, Sir, are the middle-class children to be kept back, and intellectually starved, in order that the State may take no notice of "social" distinctions, which are the outward sign of something greater; or is the State to recognize boldly, what the scholarship system itself implies, that, while there is no such thing as universal intellectual equality, all citizens must have equality of opportunity according to their ability and need, and that no class is to be penalized because it has shown itself able to take advantage of wider opportunities than another?—I am, Sir, yours faithfully,

October 14, 1904. ONE OF THE PENALIZED.

THE CAMBRIDGE TRAINING COLLEGE.

To the Editor of The Journal of Education.

DEAR SIR,—As the additional expense of a year's training following on the University course, in compliance with the demands of the Registration Council, is felt to be a very heavy strain on the resources of many women who are preparing for the profession of teaching, will you allow me to draw special attention to the fact which is advertised elsewhere in your columns that the Council of the Cambridge Training College has been enabled by the generous gift of an anonymous friend to offer for January, 1905, special scholarships of £40 to £30, in addition to the usual one of £20, which will be awarded to candidates on the ground of academic attainments, without an examination? It may be useful also to point out that a loan fund exists in connexion with the college from which students can borrow without interest sums of £25—or more in exceptional cases—to be repaid gradually in succeeding years.

Students in this college can learn and practise methods of teaching languages, mathematics, history, literature, and natural science under the supervision of tutors who are not only specialists in their subjects, but have also had considerable experience in teaching in secondary schools.—I am, yours faithfully,

October 24, 1904. HELENA L. POWELL.

THE Surrey Education Committee has decided to spend £500 on a million picture post-cards. These are, apparently, to be used in elementary schools as rewards for regular attendance. The order is an illustration of the cheapness of wholesale dealing. The cards will cost less than a farthing apiece.

JOTTINGS.

MR. P. A. BARNETT has resumed his duties at the Board of Education, the period for which he was seconded from the Imperial service having terminated. Educational appointments in South Africa since the war have not generally proved successes, and Mr. Barnett is the one man who has reformed the administration and retained his popularity. The Natal Government did all that was in their power to induce him to stay. Their loss is our gain.

A HEAD MASTER sends us a copy of a letter just received from a parent: "Dear Sir, I beg to tender the necessary month notice for my son John to expire at the end of this term.—Yours faithfully, —— ——." "If you knew the boy," the head master adds, "you would appreciate the wisdom of the parent." This reminds us of the Irish mother who wrote to Dr. Haig Brown requesting him to *inter* her boy at Charterhouse, and Dr. Brown's answer that he would be pleased to *undertake* her son.

THE "Nouveau Larousse Illustré," published by Le Vasseur et Cie., though there has been no bold advertisement, leaves far behind the *Times* edition of the "Encyclopædia Britannica." Here are a few statistics. The number of subscribers on April 1 was 162,000. The first five volumes contain 175,000 articles and 36,000 engravings, besides coloured plates and maps. The composition, printing, &c., requires a staff of 600 workmen, and the consumption of paper is at the rate of 3½ tons a day. The complete edition in seven volumes, it is calculated, will weigh in the aggregate nearly 4,500 tons.

SIR WILLIAM HARCOURT has been credited—and we are not disputing his claim—with a famous parody of Tennyson:

"The earliest pipe of half-awakened bards."

A less familiar, but, in our judgment, a wittier, parody of the same line was perpetrated by A. S., a member of the profession:

"The earliest pipe of half-awakened birds-
Eye."

M. PIERRE DE COUBERTIN has been criticizing in *Figaro* the presidential address of Dr. Percival at the British Association. He agrees with the Bishop that the curricula of English public schools are antiquated and insufficient, and also that too much time is devoted to athletics, but (he continues) "Comment aurait-il partagé la naïve erreur des publicistes continentaux, qui ramènent la question à deux termes et la donnent ce résumé simpliste: Trop de muscles, pas assez de cerveau?" The *tertium quid*, the distinctive characteristic of the English public school, need not be affected by either reform, that is the preparation it gives for active life, the "knot of the system" which constitutes it "une usine de force sociale." On this depends the superiority of the Anglo-Saxon race.

EPITAPH ON SUPPLEMENTAL REGISTERS.

b. 6 March, 1902; *d.* 31 August, 1904.

If I was so soon to be done for,
I wonder what I was begun for.

THIS year's Civil Service List is again a triumph for Oxford, which gains 45 out of 88 places, and 10 out of the first 12 (all but fourth and eighth). Cambridge has 25, leaving only 18 to other Universities and outsiders. Of course, there is a cross division, and to many of the 70 the crammers lay claim—to some with justice, to others on the strength of a month's coaching.

MR. ARTHUR BENSON has been elected to a Fellowship at Magdalene College, Cambridge. It will be remembered that another Eton master, Mr. Donaldson, was recently appointed Master.

THE University of London has arranged a special course of study, extending over three years, dealing with the Psychology of Childhood and kindred subjects. We regret that the syllabus did not reach us in time to announce Part I., four lectures by Dr. P. Chalmers Mitchell on General Biology. Part II., ten lectures by Prof. Westermarck on "How Primitive People Think and Feel," begins on November 14 (see our Calendar). Part III., a course on Animal Psychology, by Prof. Lloyd Morgan, is to follow.

MR. SIDNEY H. WELLS, Principal of the Battersea Polytechnic, and the Rev. James Went, Head Master of the Wyggeston School, Leicester, have accepted the invitation of Lord Londonderry to serve on the Consultative Committee in place of Prof. Armstrong and Dr. Gow, who retire by rotation.

LIVERPOOL UNIVERSITY and the University Colleges of North and South Wales will ultimately receive about £15,000 each under the will of the late Dr. Isaac Roberts.

AN important and largely attended conference on the welfare of the feeble-minded was held last month at the Guildhall, and showed the growth not only of public sympathy, but of knowledge. The solution naturally means more money. Mentally defective or physically defective children cannot be well taught in large classes or in ordinary schools. Much is being done, but much more remains to be done. The nation does not think of the cost in the matter of reformatory schools—perhaps because these are not supported out of the rates; it seems reasonable that a sick child should have as much care as a criminal child.

THE new Education Authority in Cardiff, on taking over the control of the Intermediate School, finds itself with a deficit of £6,000, owing to the admitted defalcation of a trusted officer.

THE London Education Committee has a by-law that refuses admittance to the school of children who are not in a satisfactory state of cleanliness. To test the legality of this certain children were refused admittance, and the parents prosecuted for non-attendance. The magistrate (Mr. Cluer) refused to impose a penalty. So it is still uncertain whether any child, however dirty, can be refused admittance to a public elementary school.

IT appears from Mr. Sargant's report that schools in our new colonies of South Africa have been carried on chiefly in tents. That a certain amount of discomfort resulted may be gathered from a quotation he gives from a child's essay: "Jabal was the father of such as live in tents; I wish he had never done so."

WE join with the *Schoolmaster* in pointing out the absurdity of the examination papers set for the Junior County Scholarships in Berkshire. The candidates are eleven years of age, and the papers are avowedly set on the curriculum of the public elementary schools. Yet we find such questions as: "A franc is worth 9½d., a dollar 4s. 1½d.; what is the least debt in dollars that can be paid in francs?" "By what three means did the Pope force John to obedience?" "Compare England and Italy with respect to the difference the climate makes on the habits, characteristics, and industries of the people." One of the essay subjects was: "A journey by stage-coach a hundred years ago." This is a flagrant instance of the evil wrought by employing outside examiners who know nothing of the examinees and have no opportunity of consulting.

THE London County Council are, admittedly, short of teachers for their schools to the extent of between five and six hundred. Cornwall, in proportion to its population, is nearly as badly off. The scarcity attacks both town and country.

A CIRCULAR scattered broadcast throughout the country offers a London degree for less than half-a-crown a week. Who can resist such a bargain?

WINCHESTER, Rugby, Clifton, and a dozen other big public schools have ordered lectures from "The League of the Empire." Schools hesitating to send in their orders for fear of the cost are advised by the League to sell tickets to outsiders and so recoup themselves.

MISS WELSH, who retired from the Mistress-ship of Girton College last year, has been presented with her portrait, which is to be exhibited, and finally hung, it is hoped, in the college hall.

MR. LLOYD GEORGE is reported to have urged the Merionethshire Education Committee to economize in the case of voluntary schools, which he said were very extravagantly managed. He instanced a village school where the head master's salary is £110. By such action Mr. Lloyd George will not endear himself to the N.U.T.

THE late London School Board bequeathed to its successors an exaggerated appetite for statistics. Teachers have now received a circular asking at what hour they leave home, whether or no they have their dinner away from home, and a dozen similar questions. Let it be admitted that London teachers must often live at a distance from their work and let their pay be raised to compensate for travelling expenses and mid-day meals. Statistics cannot make the matter much clearer.

DEVONSHIRE has decided to raise a halfpenny rate for secondary education, which will bring in some £60,000.

IT is stated that the Sub-Committee of the West Riding has recommended that a proportionate reduction be made in the salaries of teachers giving denominational instruction.

THE West Riding Council has approved a recommendation that £1,000 should be spent in providing a central library for the use of pupils in secondary schools.

THE Local Government Board has stated its opinion that the provision of spectacles for children in the public elementary schools cannot be legally made at the cost of the Education Authority.

SPECULATION is already busy as to Dr. Warre's successor. If Eton tradition is maintained, and the choice lies among Etonian clerics, the field will be very limited. The Rev. L. Ford (a First in Classical Tripos, 1887) and Canon Lyttelton (a Second in Classical Tripos, 1878) are the only obvious candidates. If only one of the two qualifications is insisted on, either Mr. F. H. Rawlins (Senior Classic in 1874) or Mr. A. C. Benson (a First Classical Tripos in 1884) or the Rev. C. A. Alington (First in *Lit. Hum.*, 1895) would be a *persona grata*. We hope, however, that the governing body will not be bound by tradition.

PROF. W. MACNEILE DIXON leaves Birmingham for the Chair of English Language and Literature in Glasgow.

LADY LONDONDERRY, in opening a church bazaar at Gateshead, gave some figures that the President of the Board of Education would hardly venture to endorse. The cost of Church of England schools, she asserted, must have exceeded twenty-five millions, to which the State had only contributed between one and two millions.

OVER six hundred boys in Leeds schools are said to have joined the Anti-Cigarette League.

THE BISHOP OF HEREFORD intends to reintroduce into the House of Lords next Session his Bill providing for compulsory attendance at continuation schools. We fear the Bill stands but a poor chance in the present House of Commons.

MR. H. M. MACDONALD, of Cambridge, goes to Aberdeen as Professor of Mathematics.

SLATES have been attacked for their insanitary properties. A defender now comes forward to state that there is more danger of harmful microbes in cheap paper than in slates. It only remains to advocate a return to Oriental sand and primitive mud-pies.

THE Wardenship of Winchester College, which has been in abeyance since the death of Mr. G. B. Lee in 1903, is now revived by statute. The Warden is now to be chosen among the Fellows by the governing body, and a new Fellowship is to be created, the election being given to the Warden and Fellows of New College. The Warden will act as Chairman of the governing body, and his salary is not to exceed £500 a year.

MR. WILFRED MARK WEBB, F.L.S., who has been identified with the Nature-study movement for the last five or six years, has accepted the Honorary Secretaryship of the Selborne Society. This flourishing association has at the present time nearly fifteen hundred members scattered over the whole of the United Kingdom. Intending members should apply to 20 Hanover Square, W.

FREDERICK GEORGE WATTS, R.A.

UNMOVED by changing forms of many a creed,
He served the Altar with a toil divine,
Filled Christ's own chalice with the sacred wine,
And broke the bread for sacramental need;
Stooped low those weak, self-fettered souls to feed
Who make of life a dungeon where they pine;
Through their dim grating called the stars to shine,
And wrought for Him who is the Light indeed.
Now, past deep waters that he crossed dry-shod,
Beyond Philistia, quit of Amalek,
In joy creative, at the Holy Feast,
He does the bidding of the beautiful God—
An acolyte of the Eternal Priest
After the order of Melchizedek.

ANNIE MATHESON.

COLONIAL AND FOREIGN NOTES.

FRANCE.

Clothing the Children.

OUGHT we to feed the children of the poor as well as educate them? is a question that presents itself with persistent iteration. A parallel question, having reference to clothing, is being answered by Paris in the affirmative, and the *Vestiaire* of the Fifteenth Arrondissement, the creation of Inspector Baudrillard, pursues its beneficent work with great activity. The method of procedure is as follows. The head masters and head mistresses of primary schools beg children that have clothes too old-fashioned or too small for their own use to bring them for their necessitous schoolfellows. A summary inspection serves to show whether what is brought may be distributed at once or needs to be cleaned and mended first. When a school has supplied its own wants from the voluntary contributions, the surplus of garments goes to the central *Vestiaire* in the Rue de l'Amiral-Roussin, whence other schools may draw as from a reservoir. (Perhaps it would be better if all distribution were from the central store, lest haply childish donor should recognize his gift in the flesh.) But, besides gifts in kind, there are also gifts in money. Careful mothers can use up all the clothes in their own families, and prefer to pay a fixed subscription. The statutes of the *Vestiaire* contemplate active members contributing 1 fr. a year, honorary members at 5 fr., and life members qualifying with a lump sum of at least 50 fr. Confined at present, as it seems, to the Fifteenth Arrondissement, the society is likely to have imitators. The children, say the French, must not perish with cold whilst the father is being persuaded that he is responsible for warming them.

Educating the Soldier.

To supplement the inadequate education that recruits bring from the primary school into the Army continues to be an object steadily pursued by the Government. A circular just issued by the Minister of War relates to the barrack lectures by which it is hoped to shape the mind and character of the young soldier. Subjects for treatment are suggested, such as the history of the regiment, acts of heroism, respect for law, the colonial empire of France, and the ravages of alcohol. Moreover, the Minister is aware of the moral influence that teaching exercises on commissioned and non-commissioned officers. It is a topic seldom touched on—what education does for the life of the educator.

ROUMANIA.

"Education—backward" used to be the comment of the English text-books in connexion with Roumania, a reproach no longer applicable. In the year 1898 a new law reformed the whole system of secondary education, the secondary school of seven classes being converted into one of eight, and the holding of a leaving examination (like the German *Maturitätsprüfung*) being rendered obligatory. A revision of this law, made three days later, governs the present situation, in which the action of the most modern, and particularly of French, influences is clearly to be discerned.

Tripartite Division of the School.

The eight classes of the secondary schools (*licea*) fall into two groups. Classes I. to IV. constitute the Lower Course, which in theory is complete in itself. When its requirements have been satisfied the pupil may pass to the Upper Course of Classes V. to VIII. One is reminded of the two French "cycles"; and, as in France, so in Roumania, a division now takes place. The law prescribes that every secondary school shall resolve itself into three sections, which we may distinguish as the Classical, the Scientific, and the Modern Sides; but as yet it is seldom that a school really has all three. We interpolate a remark on the underlying principle: unless classics and modern subjects are taught under the same roof and under precisely the same conditions, the Classical Side will claim a social as well as an intellectual superiority. Let us see how the school hours are disposed of in the various sections; for it is the time-table alone that draws the distinction among them:—

	Classical Side.				Scientific Side.				Modern Side.			
Subject.	V.	VI.	VII.	VIII.	V.	VI.	VII.	VIII.	V.	VI.	VII.	VIII.
Religion	1	1	—	—	1	1	—	—	1	1	—	—
Roumanian Lang.	3	3	3	2	3	3	3	2	3	3	3	2
Latin	8	8	6	6	—	—	—	—	8	8	6	6
Greek	5	5	5	6	—	—	—	—	—	—	—	—
French	2	2	2	2	2	2	2	2	2	2	2	2
German	2	2	2	2	2	2	2	2	2	2	2	2
Philosophy, &c.	—	—	2	3	—	—	2	3	—	—	2	3
History	2	2	3	3	2	2	3	3	2	2	3	3
Geography	—	—	—	—	2	2	—	—	2	2	—	—
Mathematics	2	2	—	—	6	6	4	4	2	2	2	1
Physics, Natural Science	—	—	2	2	3	3	5	5	3	3	5	5
Hygiene	—	—	—	—	—	—	—	2	—	—	—	2

In every class singing occupies one hour a week, as also do gymnastics. Drawing is taught in the three lower forms of the Classical and of the Modern Side, whereas on the Scientific Side two hours a week is generally given to special teaching in geometry.

It is towards the second section—which, finding no better name, we have described as the Scientific Side; that in which the staple matters of instruction are mathematics and science—that the tide of public favour in most countries seems to turn. ("Realistic" might serve.) The latest formula is that no education can be deemed liberal or sufficient unless it leads to a knowledge of contemporary civilization; and in our modern civilization science is a factor of the utmost importance. Science, having mathematics as an indispensable auxiliary, tends to oust—and, as it appears, ultimately will oust—the old humanism from the school. We are excluding England from consideration, since here the tide of public favour sets towards scholarships; these it is, and not the demands of the national life, that shape our scheme of education. Yet, if education become largely scientific, there will always be room for literature in some form; nor can language ever be ignored. With regard to the latter subject, we notice that in Roumania French is begun before Latin, three hours a week being given to it in each of the three lowest classes of the lower course, and two in the fourth; to Latin are assigned two hours a week in the second and third classes, and three in the fourth. French forms a compulsory subject in all sections throughout the school; Latin is dropped entirely on the Scientific Side. Some readers will exclaim against the number of languages taught—the classical boys studying, with their own, five; and the modern four. And, indeed, four hours a week to either French or German were better than two to each.

Languages.

One of the objects that the Roumanian Government had in view when it organized the tripartite division of the school was economy—a grouping of classes would be possible, and fewer teachers would suffice for three sections of one school than would be needful for three separate schools. As is often the case, the striving for economy has had its drawbacks. Scientific and modern forms are taken together in one class-room, and, the schools being well filled, a single teacher may be found instructing seventy or eighty pupils. This is against the text of the law, which allows in Class I. sixty, in Classes II.–V. fifty, and in Classes VI.–VIII. not more than forty boys. But financial strain renders the overcrowding necessary for a time. And, if the efficiency of the teacher is sometimes impaired and his strength overtaxed, he has a progressive salary and holds his office securely. £12 a month (that is to say £144 a year) is the regular stipend, with an increase of 10 per cent. on this every five years of the first twenty served. Moreover, every lesson given in excess of the legal maximum is paid for at a liberal rate. No teacher can be dismissed or transferred to another school except as the result of a disciplinary inquiry conducted by the State. A head master, on the other hand—curiously enough—is deemed to fill a political post, and may lose it with the fall of a Ministry; but in that case he reverts to the rank of an ordinary teacher.

Position of Teachers.

The training of teachers is undertaken by the two Universities, Bucharest and Jassy. The licence to teach proceeds, however, from the State, which awards it after its own examinations. His diploma gained, a candidate for a mastership addresses himself to the Ministry of Public Instruction, and commonly receives an appointment in the due order of his application.

Training and Appointments of Teachers.

We are not of the patriots that love every country except their own, nor is the foreign admirable to us by reason of its foreignness. It is with regret that we add the natural corollary to our note. If certain reforms do not speedily take place in our educational system—if, in particular, the status of the secondary teacher be not entirely changed—the Roumanian text-books of a near future will state of Britain: "Education—backward." For such a term as "backward" is strictly relative.

UNITED STATES.

The student who must work for bread as well as for learning is a not rare phenomenon in Scotland. It is somewhat surprising to find that, in spite of the endowments heaped on American Universities, he "occurs" with increasing frequency in the United States. The fact is attested and illumined by the Report of the Columbia Committee on Employment for Students, which has just completed the tenth year of its work. In the first year the applicants on its books numbered 67; at the present time it has on them 508 names. The earnings that come under its knowledge have risen from 2,500 dols. in 1895 to 74,000 dols. in 1904. Students make money as bell boys, drivers, labourers, conductors, clerks, stenographers, electricians, and draughtsmen, as well as in the more exalted positions of the teacher, the lay reader, and the sub-editor. The most remunerative occupations are acting as tutor, soliciting for a life insurance office, conducting a gymnasium, and reporting for a newspaper. The extra salesman engaged for a Saturday or at Christmas-time is often a student; a student may hand you money in a bank, or dishes at table. Perhaps the versatility of a few distinguished Americans has been due to the stress of their undergraduate days. Yet there is something pitiful in the story of these twofold exactions levied on immature life.

Laborious Days.

Is there any one who is still sceptical as to the existence, in vast numbers, of spurious degrees? If so, let him read this paragraph and be converted. Dr. William Parr, of Washington, has been summoned to show cause why he should not be debarred from using the United States mails. The learned gentleman—is he not himself a Doctor?—has been in the habit of conferring honorary degrees of "Washington University," the "George Washington University," and the "Washington Memorial University" at prices ranging from 5 to 20 dollars—not even the higher of which can be deemed an exorbitant charge for a first-hand article. It is estimated that *no fewer than twenty thousand* of these degrees have been bestowed on persons in the United States and in foreign countries by Dr. Parr, who is himself the incarnation of the various Universities that award them. His career will probably be checked: but human vanity will find men to feed it as long as it hungers.

More Bogus Degrees.

"An event of extreme importance to educators in the United States," says the *School Journal*, "is announced from Yale." That distinguished University is about to establish a department, absolutely independent of all other departments, for the study of the theory and practice of education. The sensation produced by the news is analogous to that which would arise if Oxford were to declare an intention of taking education seriously. The work at Yale will be arranged in two branches. First, academic courses especially designed for teachers will be provided in the subjects that are usually taught in public and private schools, the utmost attention being paid to methodology. Secondly, courses of a distinctly professional character will be offered: for example, in the history of modern educational theory and practice, in the comparative study of national systems of education, in the principles of school organization and administration, in genetive psychology, and in the philosophy of education. Moreover, the department will organize a summer school for teachers of all grades. Yale, in short, has resolved to train the teachers of the future and to hold out the hand of fellowship to those already in the ranks.

Yale too will train Teachers.

Radium, that most remarkable of substances, continues to stimulate the curiosity of the young without accommodating its price to their purses. Mr. Hugo Lieber, of a well known chemical firm, recently introduced into the United States a tiny speck of radium bromide that cost him a thousand dollars. The Customs House authorities said it was a "chemical compound," and assessed the duty on it at 250 dols. Mr. Lieber contended that it should be admitted free, as being a "crude mineral." His appeal against the assessment is still under consideration. We venture to suggest that radium shall be regarded as a "crude mineral"—at least, when it is intended for educational purposes. At present it is making itself unpopular as a source of impoverishment to all who would study its attractive characteristics.

An Expensive Lehrmittel.

NEW ZEALAND.

New Zealand, like her sister colony, Australia, is passing through a phase of the never extinct agitation for the introduction of official Scripture teaching in the State schools. "King Seddon" has been besieged with deputations, with the result that he, like Mr. Bent, the Premier of Victoria, has found refuge in a referendum. At the time of writing (September 14) a Referendum Bill is before Parliament, and has every chance of becoming law before the end of November. Mr. Seddon's personal views on the problem were expressed in painful frankness when he addressed a clericalist deputation in August as follows:—"I do not hesitate to say that those whose duty it is to teach religion and morality have had opportunities for years, and have failed to embrace them, and a great effort is being made now to get some one else to do it." Mr. Seddon's remark would apply equally well to some of the Australian colonies.

Scripture in State Schools.

English educationists will be interested to learn that New Zealand is far ahead of the neighbouring Commonwealth of Australia in her general State methods of controlling education. Mr. Tate, M.A., the outspoken, if somewhat visionary, Director of Education in the Australian State of Victoria, after visiting Maoriland, published in August a most exhaustive and valuable report. In this document Mr. Tate gives an interesting picture of the complete decentralization of elementary education in the Fortunate Isles, and eulogizes the system by which thirteen Provincial Boards, aided in details by honorary school committees, elected by householders, keep the people and the State Department and the teachers in touch with one another. Mr. Tate writes:—"There are 1,708 primary schools controlled by the Boards. The Boards, however, have power to establish district high schools, in which higher primary and secondary work are taken up. The number of such schools at present is 50, and the number of pupils thus receiving

Maoriland Methods.

free secondary education in 1902 was 1,426. Secondary education, too, in New Zealand is largely under departmental control. There are 30 corporate endowed secondary schools under the control of school councils. Their revenue from land grants in 1902 was £29,610. They are all subject to inspection by the Inspector-General. "Free places" for children from the primary schools are now established. The State pays at the rate of £6 a head for the majority of these. At present about 1,000 "free places" are filled.

Mr. Tate found that private primary and secondary schools in New Zealand are few and unimportant—only 300 in number with 15,600 pupils. In Victoria there are 798 with 42,229 pupils. The sting in the words "Council school" or "Board school" in England and "State school" in Australia is unknown in New Zealand; for there the elementary school provided by a paternal Government is spoken of as "our school." Mr. Tate finds that the "Kingdom of Seddon" is in advance of Australia in school buildings, teaching organization, and curriculum. "So far as I can judge," he remarks in one of the most fearless passages of his report, "there is in no other Australian State or in New Zealand any considerable section of the people holding the illiberal opinion often expressed in Victoria that the State's duty is to provide, as a complete education, merely a narrow treatment of the 'three R.'s,' while other subjects, which have been adopted in every progressive community, including the other Australian States, are designated 'luxuries' and 'fads.'"

UNIVERSITIES AND SCHOOLS.

OXFORD.

The term only began on the 17th, and there is naturally little to record of present activities; but a few words may be said of changes or incidents of the past three months, or of prospects in the near future.

Losses.

And, first, to count our losses. The most widely honoured name in our brief obituary is that of Dr. Ridding, Bishop of Southwell—a man of singularly attractive character, who, using with energy and judgment a unique opportunity, raised Winchester College into the high position which it still holds in the front rank of the public schools. The other losses recorded in the first *Gazette* of the year are as follows:—H. Butler Clarke, Fereday Fellow of St. John's—an able and original student of Spanish history; the Very Rev. S. Hole, Dean of Rochester (Brasenose); J. H. James, formerly Fellow of Brasenose; Right Rev. J. Garraway Holmes, Bishop of St. Helena (University College); J. T. Platts, Teacher of Persian (Balliol); Dr. H. Hayman, Canon of Carlisle, formerly Fellow of St. John's College, and for four years Head Master of Rugby; Rev. D. M. Owen, Rector of Calverleigh (St. John's); Rev. J. A. Cree (University), Vicar of Sunningdale.

The Vice-Chancellor.

It was announced officially some time ago that the Vice-Chancellor (Dr. Monro) would not complete the four years for which he was elected; and his formal retirement took place before the beginning of term with the usual ceremony. His successor is the Rev. Dr. Merry, Rector of Lincoln, and Public Orator. It is becoming yearly more evident that, with the great increase of business to be dealt with, and the high standard of thoroughness set by recent Vice-Chancellors, few men are strong enough to bear the weight for the full time. "If it were needful, I could have shown," said Dr. Monro, at the close of his Latin speech to the University, "that in resigning my office at the end of the third year I have taken a prudent step and set an example which may be of service to my successors." It may be added that Dr. Fowler (of Corpus Christi College, who preceded Dr. Monro, and whose serious illness is causing universal anxiety at this moment) was also unable to finish his full period in the office.

Dr. Osler and Mr. W. Raleigh.

In the two new professors appointed since last term all competent judges express the greatest satisfaction. Dr. W. Osler, of Johns Hopkins University, Baltimore, has been elected to succeed Sir J. Burdon Sanderson as Regius Professor of Medicine; and Mr. Walter Raleigh, formerly Professor of English at Liverpool and Glasgow successively, has been chosen to be the first Professor of English Literature. Dr. Osler was born in Canada, pursued his various studies at Toronto and Montreal, in London, and on the Continent; and has taught with great success in Montreal, Philadelphia, and Baltimore. His work on "The Principles and Practice of Medicine" is known everywhere; and he has the English degrees of F.R.C.P., F.R.S., and honorary D.Sc. of Oxford. Mr. Raleigh is a London and Cambridge man, has held a Chair of English in India, and his books on Milton and Wordsworth, on "The English Novel," and especially the treatise on "Style," have made his name familiar to many besides professed students. The English School is still very small, and the accession of Mr. Raleigh will be most valuable.

Rhodes Scholars.

Last year saw the first handful of Rhodes Scholars come into residence at two or three of the colleges; this year the full stream has begun, and seventy-one have arrived, and are distributed over seventeen colleges. A special University officer has been appointed to deal with them, to advise them in all difficulties, and give them the help they need. In a case like this, where so large a number of young men are gathered from all quarters of the world, trained in every conceivable subject and method, and quite unfamiliar with Oxford ways and requirements, it is clear that much labour is saved, and many difficulties are avoided, by giving the general supervision to a single man.

Compulsory Greek.

The long-expected statute on the remission of Greek is at last printed in full; but the discussion is not to come on till the seventh week of term. This allows ample time for consideration, and even for a prolonged war of fly-sheets, which, however barren and tiresome it may be, we can hardly altogether escape. The statute fills five columns of the *Gazette*, as is inevitable when a long series of provisions in previous statutes has to be amended; but the gist of it is simple, and can be briefly stated as follows:—(1) Responsions is to consist of two alternative groups, one as at present, the other allowing French or German instead of Greek; (2) only candidates for Honours in science or mathematics can take the second group; (3) only these can offer a substitute for the Greek part of the Holy Scripture examination. The above are the points—and *all* the points—contained in the resolutions passed on February 9 by two votes.

Teaching Diplomas.

It is satisfactory to notice that the number of candidates for the Education Diploma steadily increases, and, if we may judge by Distinctions, the quality also improves. In the September examination there were 30 entries, 22 passes, and 4 Distinctions. What with the new Honour Schools (English and Modern Languages, the Research Degrees, the "Military Subjects"), and the four Diplomas (Public Health, Education, Geography, Engineering and Mining, and Economics), all comparatively recent, the additions to the curriculum are decidedly substantial.

The following announcements have been made:—

Appointments: Vice-Chancellor — Rev. Dr. Merry (Rector of Lincoln). Pro-Vice-Chancellors — Provost of Oriel, President of Magdalen, Principal of Brasenose, Principal of Jesus. Public Orator's Deputy—A. D. Godley (Fellow of Magdalen), nominated. Clerks of the Market—Rev. R. G. Faussett (Student of Christ Church); Rev. C. H. O. Daniel (Provost of Worcester).

University Scholarships: Junior Kennicott—Rev. S. Holmes, B.A. (Jesus). Pusey and Ellerton—R. C. Allen (Exhibitioner of Exeter); P. W. Vasey (Exhibitioner of St. John's). Geographical—W. J. Barton (Scholar of New College).

University Preachers: October 30—Rev. W. R. Inge (Hertford). November 6—Rev. F. B. Westcott (Head Master of Sherborne). November 13—Lord Bishop of Worcester (Trinity). November 20—The Vice-Chancellor. November 27—Rev. C. T. Cruttwell (Merton). December 4—Dean of Christ Church. December 11—Rev. H. L. Paget (Christ Church).

CAMBRIDGE.

British Association.

The event of the Long Vacation was the visit to Cambridge of the British Association, under the presidency of the Prime Minister. The proceedings have been so fully reported and discussed in the Press that it is superfluous to say much about them here. Enough to add that many expressions of grateful appreciation of the hospitality of the University and colleges have been received, and are still arriving, from colonial and foreign visitors. Mr. Balfour resided throughout the meeting, and took his presidential duties seriously. The recipients of honorary degrees, in addition to a large number of distinguished foreign members, included Sir Norman Lockyer, Sir William Ramsay, Sir W. Thiselton-Dyer, Major MacMahon, Prof. Schuster, Sir David Gill, and Mr. A. W. Howitt, the Australian anthropologist.

Mr. Ronald Hudson.

The month of September brought the sad news of the death by an accident in the Welsh mountains of Mr. Ronald Hudson, Fellow of St. John's, and Senior Wrangler in 1898. The sympathy of the University with his family and college was feelingly expressed at a memorial service held in St. John's Chapel at the beginning of term. Two circumstances heightened the pathos of the tragedy: the fact that Mr. Hudson's travelling comrade, and the sole witness of his death, was Mr. J. F. Cameron, of Caius, the second Wrangler in his year and his fellow Smith's Prizeman; and the fact that his brilliant mathematical powers were just about to find expression in a treatise to be published by the University Press.

Three other Cambridge men of note lost their lives in the mountains this summer: Dr. Gurney, Principal of the Durham College of Science; Mr. W. G. Clay, of Trinity, a nephew of Sir John Gorst; and Mr. W. F. Wright, of St. John's, were killed while climbing the Grand Paradis.

Unified Entrance Examination.

The "unification" of entrance examinations, so much desired by schoolmasters, is making progress. A scheme for the mutual recognition by Oxford, Cambridge, and London of the various examinations—Responsions, Previous, Matriculation, Locals, &c.—by which students are qualified for admission to the Universities, has been prepared by the Council of the Senate. To judge from the slight discussion bestowed on the scheme by members of the Senate on October 20, it is likely to pass without opposition. But Greek is still to be compulsory—for the present.

In the examination for certificates of theoretical and practical efficiency in teaching, held by the Teachers' Training Syndicate, 6 men and 125 women were successful last summer.

The outgoing Vice-Chancellor, Dr. Chase of Queens', on October 1 laid down the office which he has signally adorned. In his valedictory address to the Senate he referred in happy terms to Their Majesties' visit in March, to the changes in the University staff during the year, to the numerous small benefactions that have been received from members of the University and others, and to the urgent need for larger gifts. Mr. Beck, Master of Trinity Hall, was admitted Vice-Chancellor in his stead. His genial temper and long experience as a college tutor give promise of a fortunate tenure.

The Henry Sidgwick Memorial Lecture was delivered at Newnham College, on October 22, by Prof. Maitland. His subject was "Moral Personality and Legal Personality," and he delighted a large company by his wit and wisdom.

Mr. Alexandre Debailleul, advanced student of Caius College, *agrégé*, and professor at the Lycée of Carcassonne, has been appointed "Lector" in French at his college. He is giving open lectures on "Mœurs et Coutumes françaises vues à travers le roman français," and is conducting organized classes for French conversation. The appointment is the outcome of a reciprocal arrangement with the French Ministry of Education, whereby English advanced students are to be admitted as "Lectors" to *lycées* and *collèges* in France. The experiment on our side at least seems likely to be successful.

The managing Syndicate report that in December and June last there were 1,386 candidates for the Higher Local Examinations, which are taken chiefly by women. In the previous year the number was 1,119.

The election to a fellowship at Trinity of Dr. G. T. Lapsley, of Harvard, is a new departure for the college. Dr. Lapsley comes to Cambridge as a Lecturer in History.

Dr. Donald MacAlister (St. John's), who has represented the University on the General Medical Council since 1889, has been re-elected by the Senate for a fourth period of five years.

The following elections and appointments have been announced:—Mr. C. F. Angus (Trinity), classical fellowship at Trinity Hall; Mr. W. G. Fearenside, science fellowship at Sidney Sussex; Dr. C. W. Stubbs and Dr. E. H. Griffiths, honorary fellowships at the same College; Mr. E. R. Burdon (Sidney), Assistant Curator of the Botanical Museum; Mr. A. M. Smith (Emmanuel), Frank Smart Studentship in Botany; H. C. Hunter (Trinity Hall) and H. Darlow (Downing), Squire Scholarships in Law; Mr. S. A. McDowall (Trinity), Assistant Superintendent of the Zoological Museum; Sir Isambard Owen (Downing), Mr. J. M. Angus (Clare), and Dr. R. D. Roberts (Clare), Governors of University College, Aberystwyth; Mr. H. E. Durham (King's) and Mr. G. S. Graham-Smith (Pembroke), John Lucas Walker Studentships in Pathology; Mr. J. J. Lister (St. John's), Demonstrator of Comparative Anatomy; Mr. J. D. Wilson (Caius), Harness Shakespearean Prize; Mr. A. J. B. Wace, classical fellowship at Pembroke; Mr. A. C. Benson (King's), fellowship at Magdalene; Mr. G. T. Lapsley (Harvard), Mr. D. H. Macgregor, Mr. K. Lucas, Mr. W. Rennie, Mr. N. R. Campbell, fellowships at Trinity; Dr. W. Cunningham (Trinity), Lady Margaret's Preacher; Mr. A. J. Wallis (Corpus), Governor of St. Paul's School; Dr. W. E. Dixon (Downing), Assistant to Downing Professor of Medicine; Shaykh Muhammad 'Asal, University Teacher of Arabic; Hajji Mirza 'Abdul Husayn Khan, University Teacher of Persian; Mr. P. V. Bevan and Mr. C. Chittock (Trinity), Demonstrators of Experimental Physics; Mr. J. W. Clark (Trinity), Manager of the Balfour (Zoology) Fund; Mr. R. P. McAuliffe (St. Catharine's), Le Bas Prize (Indian History); Mr. V. P. Row (St. John's), Cama Prize (Indian Civil Service); Mr. R. McG. Dawkins, classical fellowship at Emmanuel; Mr. T. G. Osborn (Trinity Hall), Governor and Member of Council of University College, Bangor; Mr. T. B. Wood (Caius), Governor of Sir John Gresham's School, Holt; Mr. K. Lucas (Trinity), Gedge Prize in Physiology; Rt. Rev. G. L. King (Clare), Bishop in Madagascar, and Rev. St. C. G. A. Donaldson (Trinity), Bishop-elect of Brisbane, Doctors of Divinity, *honoris causa;* Dr. G. T. Lapsley (Trinity), M.A., *honoris causa.*

MANCHESTER.

The point in dispute between the Board of Education and the Withington Education Committee has been satisfactorily settled at the eleventh hour. The details are worth recording. On May 5 the Board informed the Withington Committee that, as the Wesleyan authorities were not prepared to make the premises at the Didsbury School satisfactory, the school could have no grant after September, 1905. Steps were immediately taken by the Committee for the building of a new school. Before the end of the three months' limit the formal objection by ten ratepayers was lodged. The Wesleyan managers then announced that they would close their school in September, 1904. The formal objection prevented even the temporary rental of the premises; so the Committee decided that the only course open to them was to avail themselves of Section 23 i. of the 1902 Act, which permits the provision of vehicles for the conveyance of children. Arrangements were accordingly made to convey some hundreds of children by omnibus daily a distance of over two miles to one of the new Council schools. At the eleventh hour the Wesleyan managers offered to continue their school temporarily as a non-provided school. The consent of the Board was obtained, and the great expense of conveyance was saved to the ratepayers.

Two questions of great interest have engaged the attention of the Manchester Education Committee. It has been decided that penny dinners shall be provided in thirty-eight schools, and provision will be made for cases where the payment of the penny is too heavy a tax. The discussion has elicited the interesting fact that last year 275,000 free dinners were given at a cost of £1,000, as against 140,000 in the preceding year, the difference being due to the inclusion of the voluntary schools.

The other matter was the provision of a school for epileptic children. A resolution was carried authorizing the securing of a suitable site for a residential school for sixty epileptic children. The results of the conference in London on the question of the care of feeble-minded children bears striking testimony to the far-sightedness of Miss Mary Dendy, one of the great pioneers in this work. It is gradually coming to be recognized—as Miss Dendy has maintained throughout—that power will have to be asked from Parliament allowing for the permanent detention of the feeble minded "in cases where their liberty is likely to be harmful to themselves or the community."

In Manchester the provision for the care of the feeble minded is developing, Miss Dendy herself being the moving spirit. Three special day schools are maintained for mentally defective children, and there is also the home at Sandlebridge, the success of which has been very encouraging. The Committee, however, will have to enlarge their accommodation, as children of fifteen must be isolated from the younger ones. This is the only institution so far that aims at providing care for life. The experiment of the "country school," a report of which will shortly be issued, has been most successful. The school is now closed.

It has also been decided to send deaf and blind children to special institutions, and a residential school for twenty-five crippled children is to be provided. Moreover, 680 Manchester children are maintained in industrial schools. The number of individual students enrolled at the School of Technology last session was 5,705, an increase of nearly 800. The preliminary department at this school is to be abolished.

The new Municipal Secondary School is now in full swing, with about a thousand boys and girls as pupils. The work of the higher classes in this school is planned so as easily to cover the requirements of the Manchester University Matriculation Examination. The Pupil Teachers' College also, recently reorganized under a new head master, is at present temporarily housed close at hand, but a new building for this institution is in view.

The report of the examination of children for defective eyesight and hearing (from Standard II. upwards) shows a total of 1,960 with grave defects in sight, 289 in hearing.

At a meeting of the Lancashire Education Committee it was announced by the Chairman that, in addition to taking over nearly forty schools, the Committee were pledged to the erection of fourteen new buildings to accommodate nearly ten thousand scholars.

The granting of degrees in Commerce to evening students has already led to a request that the same should be done in other Faculties.

The Department of Education are to be congratulated on the fact that, with one exception, all last year's Diploma students have secured appointments. The classes this year are distinguished by the preponderance in the number of women. Miss Godson, of Girton College, has been appointed Assistant Lecturer in what will henceforth be called the University Training Department. Miss Ely Speakman, M.A. (Vict.), has been appointed Assistant Lecturer in History; Mr. J. K. Bithell, M.A., in German; and Mr. A. D. Lindsay, M.A., in Philosophy. Miss Marie Stopes, B.Sc. (Lond.), Ph.D. (Munich), becomes Lecturer and Demonstrator in Botany, and several new appointments are announced in the Engineering School.

The Association to promote the Higher Education of Working Men held a most successful conference at the University on October 9, under the presidency of the Vice-Chancellor. The principal resolution urged that "the higher education of working people in the North-West of England would be best furthered by joint action on the part of the Universities and working-class organizations."

The new girls' school in North Manchester, known as the Broughton and Crumpsall High School, began the term with a total of 167.

The Child Study Association has issued its programme, the last item of which is a paper by Prof. Alexander on "My Dog."

The gift of his magnificent herbarium to the University by Mr.

Cosmo Melvill is to be celebrated by its opening on October 31 by Sir William Hart-Dyke. The collection includes some forty thousand species, exhibited through half a million specimens, and comprises one-third of the known species of plants.

Among recent successes of boys from the Grammar School may be mentioned three places in the Civil Service lists.

BIRMINGHAM.

During the term which has just begun the University has already lost two of its professors. Macneile Dixon, Professor of English Language and Literature and Dean of the Faculty of Arts, has been appointed to the Chair of English Literature in the University of Glasgow, and Dr. C. B. A. Windle, Professor of Anatomy and Anthropology and Dean of the Faculty of Medicine, has been made President of Queen's College, Cork. The appointments to the vacant chairs will probably be made in the course of this term. Another vacancy in the University staff has been caused by the appointment of Dr. A. H. R. Buller to the Chair of Botany (with Geology) at the University of Manitoba.

The following appointments to Lectureships in the University are announced: — Botany — A. J. Ewart, M.A., D.Sc. Lond., Ph.D. Leipzig; Mathematics—J. J. Guest, B.A. Trinity College, Cambridge; Physics—A. Dupré Denning, B.Sc. Birm., Ph.D. Heidelberg.

The new University Buildings at Bournbrook, although they will not be completed for some time, are already being largely used by the students in Engineering and the other applied sciences. At the opening of the smelting furnaces Prof. Thomas Turner, the Professor of Metallurgy, delivered an introductory address on the recent progress of the science and the special objects which the Birmingham School of Metallurgy would keep in view. The Mining Congress gave Prof. Redmayne an opportunity of making a similar statement regarding the School of Mining, and, in particular, of describing the model mine which will form a special feature of the Bournbrook buildings.

WALES.

Busy November.

November this year, as usual, is a very busy month for Welsh educationists. A Training Conference will be held on November 10 and 11 at Shrewsbury, and will be followed immediately by the Welsh County Schools Association, who meet on the evening of the 11th and the morning of the 12th. The Central Welsh Board will hold its half-yearly meeting on the 18th and the University Court will visit Aberystwyth on the 25th. A host of minor meetings also are announced

Conference on Training.

The history of the Conference on Training to be held at Shrewsbury on November 10 and 11 is a somewhat curious one. At the suggestion of the Welsh County Schools' Association, the Central Welsh Board resolved to hold a conference with representatives of the University of Wales and of head and assistant masters and mistresses to consider the question of secondary training, and a Joint Committee was appointed to make the preliminary arrangements. A little while after, the University Court invited the Board to join in arranging a conference on training. The invitation was accepted, and the Joint Committee was unceremoniously thrown overboard. The representatives of the Board and of the Court, to whom the arrangements have been entrusted (among whom, strangely enough, there is not a single schoolmaster), have invited all the world and his wife, and have put down all the aspects of the question of training, both secondary and primary, for discussion. The attendance will probably be large, but the conditions are such that those who are really interested in the training question do not expect the conference to be particularly helpful. The danger is that there will be much turgid and discursive rhetoric, and the time will be exhausted before any of the real difficulties of the question are reached.

Sir Isambard Owen's Appointment.

Sir Isambard Owen's acceptance of the Principalship of the Durham College of Science caused some surprise in Wales, in view of his recent refusal of the Principalship of the Cardiff University College. It is given out that the reason why the latter post was declined was that it would have meant the resignation of the Senior Deputy-Chancellorship of the University of Wales, which the appointment at Newcastle will not entail, but there were doubtless other reasons as well. The University of Wales is now in the peculiar position of having its two Deputy-Chancellors closely connected with other Universities, Sir Isambard Owen with Durham and Dr. R. D. Roberts with London.

The Progress of Lampeter.

The fact that the opening of new schools and colleges in Wales has not injured, but, on the contrary, benefited, the older educational institutions has been emphasized more than once in this column. It might have been thought that St. David's College, Lampeter, would decline when the University of Wales was established, but at the Degree Day proceedings, on October 11, Principal Bebb stated that not only was the number of students—152—the highest reached in the history of the college, but the examiners' reports testified more strongly than ever to the excellence of the teaching and the industry of the students.

Cardiff College comes of Age.

On October 14 the University College of South Wales and Monmouthshire celebrated its twenty-first anniversary. Eloquent speeches were made and interesting statistics given to illustrate the growth of the institution. It opened in 1883 with a staff of 14 professors and 151 students. Now it has a staff of 43 and 556 students. The building fund stands at £65,000, and it is proposed to carry out a portion of the magnificent designs for new buildings prepared by the eminent architect Mr. Caroe. What the college wants is, of course, more money. "Its wooden shanties," as they were called by the late Thomas Ellis—the citizens of Cardiff were so much annoyed at the time that one of the dailies published in the town declared, amid much applause, that he must have some serious moral defects—are notorious throughout the Principality. Its endowment fund is so small that the staff is paid even worse than the staffs of Aberystwyth and Bangor Colleges. It has the misfortune of being situated among the meanest set of plutocrats of any University college in the United Kingdom. It has had one or two windfalls recently. Under the will of the late Dr. Isaac Roberts, it will ultimately benefit to the extent of £15,000—Bangor University College will get the same sum—and Lord Tredegar, with characteristic generosity, announced at the coming of age celebrations that, "though he was not educated in the low cunning of algebra, and was not at all certain he had not drunk to the confusion of mathematics," he would subscribe £5,000 in addition to the large sums he had already given, "as a bait to catch further fish." But these sums are very small in comparison with the requirements.

Cardiff School Funds embezzled.

A great sensation was caused in Wales by the confession of Mr. David Shepherd, the Clerk of the Governors of the Cardiff Intermediate Schools, that he had embezzled a large sum of money set aside for providing permanent buildings. The amount which Mr. Shepherd confessed to having taken was £6,000 odd, but the auditor reported at a meeting of Governors held recently that the defalcations came to over £10,000, reducing the £26,000 which it was thought was in hand for building purposes to about £16,000. Cardiff is the only place in Wales which could have provided a sensation of this character: a surplus of any kind is a *rara avis* in Welsh schools, and the fact that it was possible to misappropriate £10,000 without exciting any suspicion is claimed by the expansive Cardiffian to be an additional proof that the town should be regarded as the metropolis of Wales.

Salaries increased wholesale.

There have been many quaint items of news in connexion with the non-provided schools of Wales since the passing of the Education Act, but there has been nothing more interesting than the comparison made by the Cardiff Director of Education, Mr. J. Jackson, between the salaries of teachers in Cardiff non-provided schools at the present time and those paid in 1903. At Canton St. Mary's Roman Catholic School, the head mistress of the senior department had been raised from £85 to £200, and the head mistress of the infants' department from £75 to £150. At St. Peter's Roman Catholic (boys') School the head master had been raised from £152. 10s. to £300. A similar tale was told about several other schools, the salaries of head and assistant teachers and even caretakers being raised wholesale.

Entrance Scholarships at the University Colleges.

Pupils of the county schools secured 12 out of 19 entrance scholarships and exhibitions at Bangor University College, and 17 out of 24 at Aberystwyth. The proportion was smaller at Cardiff, but it would appear that comparatively few county-school pupils compete for the awards there.

New Appointments.

Cardiganshire, the land of "parsons and pigs," as the disrespectful epigram so often quoted to irritate its inhabitants has it, is at last moving educationally, and at the last meeting of the Education Committee Mr. Jenkin James, assistant master at the Barry County School, was appointed Director of Education at the princely salary of £175 per annum. It would appear that the innocent "Cardis" imagine that the duties attached to the office are very light, and that the Director will find time hanging very heavily on his hands. Many of them are convinced that it is rank extravagance to pay £175 per annum to the Director.

Mr. T. G. Roberts, a former member of the staff of Towyn County School, has been appointed Clerk to the Honorary Secretary to the Merionethshire Education Committee, Mr. Haydn Jones. It is probable that Mr. Haydn Jones is the only honorary secretary to an Education Committee in the kingdom. He is a strong man, and Merionethshire is lucky to have secured his services. By the way, it is rumoured that he does not see eye to eye with Mr. Lloyd George.

Bangor Normal College.

Bangor Normal College is getting into financial difficulties. The subscriptions are decreasing, and the Secretary reported recently that he had found it impossible to extract any money from South Wales, though a

large number of the students came from that part of the Principality. It is rumoured that the College may be handed over to the new Welsh Education Council when that is formed.

Wanted—a Pied Piper.

Quite the most extraordinary report ever presented to his governors by the head master of a county school was that made by Mr. Olley, the Head Master of the Llangollen County School, to the effect that the school premises were over-run with rats, and that no measures which he had been able to take had sufficed to cope with the nuisance. Lord Tredegar said at Cardiff that it was impossible to live in Wales without being inoculated with the educational enthusiasm of the people. Can it be that the rodents of Gwynedd have been seized with the desire of securing the Central Welsh Board certificates?

SCOTLAND.

Dundee Medical School.

The new Medical School buildings at Dundee University College were opened on October 17 by Lord Balfour of Burleigh, Chancellor of St. Andrews University. Since 1897, when the union with St. Andrews was finally accomplished, the College has had a sufficient number of chairs to give a complete course of medical education, and the new buildings, which have cost about £20,000, will provide adequate accommodation for the training of 100 to 150 students. The College, as a whole, has made remarkable progress in recent years, and this important addition to its equipment will tend to increase its prosperity.

Dr. Donaldson's Ideal University.

At the opening of the winter session at St. Andrews University Principal Donaldson delivered an address on "The Reconstruction of the Arts Course." His ideal is the adaptation of the Scottish University system as far as possible to that of Germany. The schools should undertake the task of furnishing their pupils with the tools of knowledge, while the Universities should be workshops of scientific investigation and institutions for the highest scientific instruction. As regards languages, for instance, the schools should train their scholars so that they should be able to read and enjoy an ordinary author and, in the case of modern languages, to converse on ordinary topics; while the Universities should offer lectures on literature and history and also on scientific and philosophical subjects, so far as these are required for general culture. The Arts course might thus be overtaken in two years, the number of lectures might be very greatly reduced, and the student might have full freedom in the choice of lectures and ample opportunity for reading on his own account. If such a system were adopted, special degree examinations might be almost entirely abolished, as in most subjects it would be sufficient that the professor should testify that the student had attended his class and done the work well. On the completion of this Arts course the student would enter on his strictly University career, preparing himself specially for his future work in Theology, Law, Medicine, Science, or Education. If the students were thus prepared, the professors in these departments would be able to treat their subjects with greater freedom and on a higher standard. The ideal thus set forth by Principal Donaldson is in its main features extremely attractive, but the question of its practicability is a very difficult one. Any attempt to realize it would involve something like a revolution in our school and University systems. At the same time, when there is so much discussion about comparatively small modifications of the curriculum, it is well that we should be asked to take a wider view.

Prof. Dixon.

The King has been pleased, on the recommendation of the Secretary for Scotland, to approve the appointment of Mr. W. Macneile Dixon, Litt.D., Professor of English Language and Literature in the University of Birmingham, to the Chair of English Language and Literature in the University of Glasgow. Prof. Dixon, who was a student of Trinity College, Dublin, comes to Glasgow with a high reputation both as a teacher and as a writer, and it may be anticipated that he will worthily continue the succession of distinguished teachers (Professors Nichol, Bradley, and Raleigh), who have held the Chair since its foundation.

Mr. H. M. Macdonald.

Aberdeen University Court has unanimously appointed Mr. Hector Munro Macdonald, M.A., F.R.S., to the Chair of Mathematics in that University in succession to the late Prof. Pirie. Mr. Macdonald is a graduate of Aberdeen and a Fellow of Clare College, Cambridge. He is universally recognized as one of the best mathematicians in the country, and is specially distinguished in the department of mathematical physics.

Mr. George Macdonald.

Mr. George Macdonald, M.A., Lecturer in Classical Archæology at Glasgow University, and Curator of the books, coins, and manuscripts in the Hunterian Museum, has been appointed Assistant Secretary to the Scotch Education Department in Edinburgh. Mr. Macdonald has, for some years, been Assistant Director of Higher Inspection (secondary and higher-grade schools) in Scotland, and his new post has been established to meet the wishes of the teaching profession in Scotland, who felt their work hampered by the want of a fully accredited representative of the Department who could be consulted at any time on questions affecting the administration of education. His departure from Glasgow will be a great loss to the University; but it is satisfactory to know that he has practically completed his admirable catalogue of the Greek coins in the Hunterian collection.

Mr. D. Nichol Smith, M.A., Lecturer in English at Glasgow University, has been appointed to the Chair of English Language and Literature in the Durham College of Science, Newcastle-on-Tyne; and Mr. Stanley Horsfall Turner, M.A., Assistant to the Professor of Political Economy at Glasgow, has been appointed Lecturer in Political Economy at Aberdeen University.

The installation of Lord Kelvin as Chancellor of Glasgow University will take place in the Bute Hall on Tuesday, November 29, at 12 o'clock.

It is expected that Mr. Carnegie will be re-elected as Rector of St. Andrews University, although a section of the students is inclined to favour Mr. Andrew Lang.

One of the Ferguson Scholarships, open to graduates of the four Universities, has for the first time been gained by a woman student, Miss Jessie Elliot Murdoch, M.A. of Aberdeen University, to whom the scholarship in Mental Philosophy has been awarded.

IRELAND.

The Catholic Bishops and Education.

At a meeting of the Catholic Hierarchy held at Maynooth on October 11, a lengthy statement and a series of resolutions dealing with their grievances in the matter of education were adopted by the Bishops. They have since been published, and ordered to be read at Mass in all the Roman Catholic churches on November 1. The Bishops in their statement express their determined hostility to any changes in primary education which would do away with the clerical managerial control of the schools, as removing education from the direction of the Church, and profess themselves satisfied with the present system, the defects of which they believe can be remedied without any such revolution. They also claim that the equivalent grant shall be expended in primary education, and point out that a saving of £30,000 a year could be made by doing away with the model schools. They protest against the establishment of an Education Department, or the placing of the secondary schools under any system of State control.

In their resolutions the Bishops deal with the University question and with the injustice done to Roman Catholics as compared with Protestants in the endowments for religion and education, and the giving of appointments. They reiterate the demand made in their last pronouncement that the endowments of Trinity College—land in various parts of Ireland, "the outcome of confiscation" from Roman Catholic owners—should be taken from it and applied to the education of "all the people of Ireland." They also complain that the disestablished Protestant Episcopal Church possesses a "capital of £8,000,000, derived originally from the appropriation of Catholic Church property." Such demands can only weaken the position of the Bishops. To deprive Trinity College of its endowments would be as justifiable as to upset all present ownership that could be traced back to deprivations made in the disturbed periods of ancient times; while the Irish Protestant Church when disestablished was deprived of all its endowments, including private benefactions, the only compensation given being a life-interest in their posts to the then existing clergy. At the present time the large endowments of Maynooth were secured to the Roman Catholic Church.

None the less, blame undoubtedly attaches to the Government in leaving the Irish University question in its present unsettled state. Had England consistently refused to countenance denominationalism in State endowed education—as, for example, the United States does, both the Church and the country would know what to expect, and would probably long ago have adapted themselves to a policy they felt to be unalterable. But the Government have made concessions in all directions, and encouraged in the Bishops hopes that their demands would ultimately be successful. Hence a continued agitation has been kept up, and, as part of the policy of that agitation, Irish Catholic youth have been prevented using the existing colleges, with disastrous results to the whole community. It is now incumbent on Government to make some settlement that will put an end to such a state of affairs for which they themselves are responsible.

The Protestant Bishops and Education.

On October 21, at a meeting of the Joint Synods, the Protestant Archbishop dealt also with the proposal to transfer the primary schools from the control of clerical managers to local bodies. The Protestant Church shows itself as hostile to such a change as the Catholic, and denounced it in as vigorous terms. It thus appears very unlikely that any real reforms can be effected towards establishing popular control in primary education. The National Board, many of whose members, appointed by the Lord Lieutenant, are without knowledge or experience of education, conduct their business in profound secrecy, and the unsatisfactory method in which it is conducted led the Roman Catholic Archbishop of Dublin to withdraw from the Board

(*Continued on page* 768.)

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three years ago. In each district a clergyman, who may be quite ignorant of education and who has many other duties, is the sole authority, engages and dismisses the teachers, and is responsible for the state of the schools. The general public, entirely excluded from information or control, take little or no interest in the schools. Under the control of Local Boards it would be impossible that school buildings, that sanitation, heating, and ventilation, could be left in the state described in Mr. Dale's report, as many of them undoubtedly are. Unfortunately, the only force to oppose the wishes of the clergy, both Roman Catholic and Protestant—the opinion of the laity—is wanting; for, through their long exclusion, they have little knowledge of, or interest in, primary education.

The Royal University.

The most important examinations of the academic year have been proceeding during October, and the 28th is fixed for the conferring of degrees. A meeting of Convocation was called for the 13th ult., but proved abortive, as the thirty members necessary for a quorum did not appear. Those present resolved themselves into a graduates' meeting and occupied themselves in blaming the graduates for the little interest they took in Convocation, and the Senate for the scant attention they paid to any suggestions at any time laid before them by Convocation—facts of which it is hard to decide which is cause and which effect. It is, however, scarcely surprising that neither Senate nor Convocation is active in a University scathingly condemned three years ago by a Royal Commission and allowed to continue a threatened existence from year to year ever since.

Trinity College and Women Students.

Some disappointment is felt that only four women entered at the October Entrance. The smallness of the number is probably due to the fact that the Board never made the opening of the college to women publicly known or published their scheme of arrangements. The change is now only gradually becoming known throughout the country. Of the four women entering, two obtained high places, one taking the second of these. There are in all now about twenty women students in Trinity College.

Secondary Schools Associations.

At a recent meeting of the Catholic Head Masters' Association a resolution was passed asking the Royal University to accept a pass in the Senior Grade Intermediate Examination in lieu of their Matriculation Examination. If this were done, a student would save a year in passing from school to the University. The Protestant Schoolmasters' Association and the Central Association of Irish Schoolmistresses have joined in the request, and have asked the Board of Trinity College to do the same. The educational associations have also joined in asking the Intermediate Board to accept a consultative committee of heads of schools with which they could confer, in order to hear the views of practical teachers. It is proposed that the committee shall consist of two representatives of each of the Head Masters' Associations, one of the Convent Schools Committee, and one of the Protestant Head Mistresses. The Board have up to the present refused to have such a consultative committee, but last year they received a few representatives of the Head Masters' Associations in consultation on certain points in their rules.

SCHOOLS.

CHESTER, THE QUEEN'S SCHOOL.—On October 28 Katharine Duchess of Westminster distributed the prizes and certificates to the successful pupils of this school. The chair was taken by Mr. John Thompson, M.A., Chairman of the governing body. The following pupils received certificates for success in the recent Cambridge Higher Local Examinations:—Marion Ashton (First Class in English, with Distinctions in Anglo-Saxon and Middle English, English Language and Literature; First Class in French and German, and First Class in Music; awarded by the Examiners a special gratuity of £3), Dorothy Owen (First Class in English, with Distinctions in English Language, Literature, and History of English Literature; awarded the Prize for English at the Hampstead Centre), Ivy Ellis (First Class in English, with Distinction in History of English Literature), Agatha Owen, Patty Nevitt-Bennett. An open scholarship at the Royal Holloway College was gained by Dorothy Owen. Marion Ashton and Ivy Ellis were awarded the Queen's Scholarship; Hastings Scholarships were gained by Elsie Gardner and Marjorie Dixon.

CITY OF LONDON SCHOOL FOR GIRLS.—In the Joint Board Examination twelve Higher Certificates were gained, with two Distinctions; and fifteen Lower.

HAILEYBURY COLLEGE.—The following distinctions have been gained by O.H.:—G. S. Oddie, First Class, Part I., Mathematical Tripos; C. A. Henderson, First Class *Literae Humaniores*, Oxford. The Natural History Prize has been won by H. B. Salmon.

(*Continued on page 770.*)

Telegrams—"Technical, Glasgow"; "Science, Edinburgh"; "Physical, Liverpool."

TO SCIENCE TEACHERS.

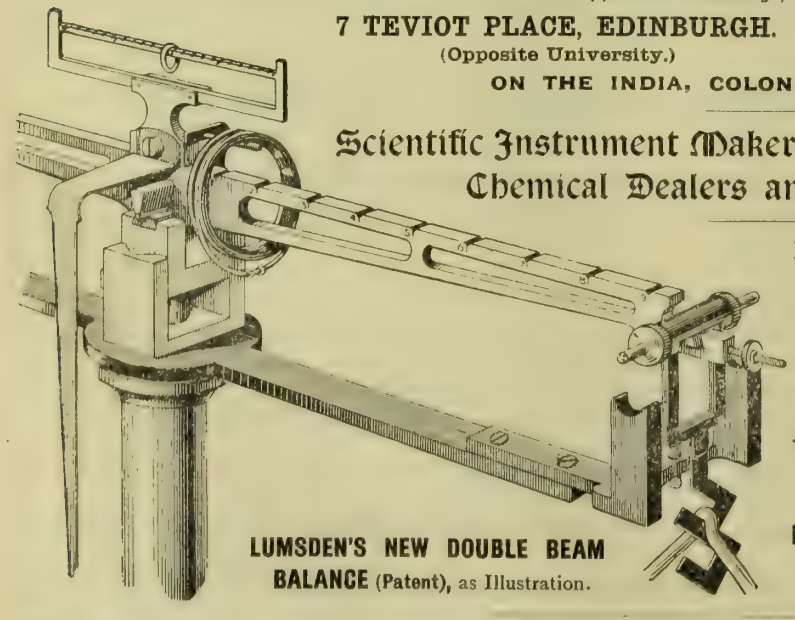
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ROSSALL.—On the staff we have to deplore the loss of Mr. Hollingworth, who has gone to Harrow, and to welcome Messrs. Girling, Sawkins, and Marsh. Fifteen passed the Oxford and Cambridge Higher Certificate Examination, with twelve Distinctions.

STEPNEY AND BOW FOUNDATION COBORN SCHOOL FOR GIRLS.—In the Cambridge Senior Local Examinations, First Class Honours were gained by G. Callander and L. Gillman. The following six girls have been awarded Coborn School scholarships:—C. I. G. Milne, E. Wilkinson, B. Clark, E. Ryman, J. Burgess, E. Upson.

STOCKTON-ON-TEES, QUEEN VICTORIA HIGH SCHOOL.—The foundation stone of the new building was laid on July 14 by Mr. Frank Brown, the Founder of the school. The design is that of Mr. Felix Clay, now architect to the Board of Education, and was selected from among seventy-six others in open competition. The building will accommodate a hundred and fifty girls, and plans for further extensions are included in the design.

STREATHAM HIGH SCHOOL.—In the Cambridge Higher Locals P. Lottey obtained First Class Honours in Mathematics, and has gained a scholarship of £50 for three years at the Royal Holloway College.

STROUD, MARLING SCHOOL.—Mr. J. M. Kitto and Mr. T. R. Davies have joined the staff.

UNIVERSITY COLLEGE SCHOOL.—Mr. Carpenter, Mr. Groves, and Mr. Watson Bain have left the staff. The first has retired after nearly thirty years' service, leaving behind him many pleasant memories and carrying the good wishes of us all. To Mr. Groves, long identified with the Cadet Corps, who has opened a preparatory school in West Hampstead, and Mr. Bain, who did much for the school games and goes to take charge of the Woolwich Polytechnic Day School, we wish full success in their new spheres of labour. Mr. Scott-Lowe has joined our ranks.

PRIZE COMPETITIONS.

The Translation Prize for October is awarded to "D.M.E."
The winner of the July Prize for Prose Translation is Miss Montizambart, The Grove, Dunboyne, Co. Meath.

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(*Continued on page 772.*)

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nation's power is on the wane, as in the case of Spain in the seventeenth century, the spirit of genius may yet be astir in her, and put forth blossoms of art. Even embryo life may find expression in beauty. When we were still of little account our two great German poets were born of the potential force of the nation in which a future lay concealed. Thus we see that beauty is no mere airy fabric.

We are pursuing no affectation of culture, which seeks only external charm and not inward truth, and does not heed the deeper meaning of life. Many will perhaps shrink from the æsthetic in art, because they imagine that it deals only with that which is of an insipid nature, mere empty froth, and as if there were in this domain nought but feeble, sickly trash, lyric twitterings, mere empty show, the anæmic productions of a grace wholly devoid of vigour, and as if æsthetics themselves were but a trifling with dainties, an idle pastime, mere futile words. It is true that beauty may often wear the semblance of a tender blossom, but the lovely is only a sister of the sublime, and true beauty is, after all, strong, great, and virile, steadfast of soul, panoplied with might. It is indeed mere external form, but form from which radiance is emitted; a modest shadow which does not claim to effect any change, but which is yet the very marrow of life. The great artists of the nations were no dilettanti; they filled men's souls with that sublime thrill of awe which seizes us in the supreme moments of our existence. Tender, pathetic, soul-stirring are the poems of a Goethe; but look at the inner nature of the man—he is wrought of finest steel. Since it is only under these conditions that beauty is healthy, it must have force. No, beauty is never superfluous; we cannot escape from it; it is not merely an adjunct to life, but lies at its very centre, pervading the whole; it is all-embracing as the air, as the water in which we bathe; it is a great truth; it is might. It cries: "I am essential to thee, O man! for I will fashion thee!"

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I am asked whether alternative renderings are admissible. Not in the text, but there is no objection to their appearing as notes; and often an explanatory note is advisable, either to show that an allusion (such as *unser Dichterpaar*) has been understood or to justify what may seem an unnecessary departure from the original.

"How far is it fair to make a translation embody, to some extent, an explanation?"—To this second question no categorical answer is possible. On the one hand, a translation is not a paraphrase. To give an actual instance: "Thus we learn that a love of beauty and power to express it does not depend on the social or national atmosphere," even were the interpretation correct, would be quite out of the running. On the other hand, a translation is interpretative and is bound to bring out the latent meaning when a word-for-word rendering would fail to suggest it. The first sentence of Vischer is an instance in point, and (partly from the absence of the context) some expansion is almost a necessity. We may quote, this time by way of precept, the same competitor: "The pre-eminent greatness of Athens, which she owed to the consecrating touch of beauty and of art, had its origin in the days of her struggle for life and liberty against the Persian invader." This might, doubtless, be improved: it fails to bring out the force of *straklende*—the halo of glory, the city set on a hill, the shining light; and the last phrase is needlessly verbose—"Persian war of independence" is quite sufficient—but it is right in principle.

I have left myself space to note only the chief stumbling-blocks in this difficult passage (numbers refer to lines).

1. *Ihrer* refers to *Kunst*, not to *Athens*, which is neuter. 2. *Auch:* "even," not "also." 3. *Der Geist:* "The national genius may still be active," or it may be genius generally. 4. *Werdendes:* what is undeveloped, embryonic, nascent power; not, as often misrendered,

(*Continued on page 774.*)

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what is self-created. 7. *Steht nicht in der Luft:* "is not *en l'air*" is the exact equivalent; but, if the French phrase is barred as not sufficiently naturalized, we may turn "an unconditioned entity." 8. *Schöngeisterei:* "dilettantism"; "belle-lettrism" applies rather to literature than art. 9. *Lebensernst:* "the serious side of life"; "earnest" is rather *strenge*. 10. *Der Ästhetik:* "æsthetics," not "the æsthetic." 12. *Schlaffes, süssliches Zeug:* "spoonmeat and lollipops." 14. *Ein Naschen:* "a dainty tooth." 16. *Das Liebliche:* very few saw, or showed that they saw, the connexion here. "It is true that beauty, in one of its aspects, may be compared to a delicate flower; but this prettiness is not beauty itself, which is essentially *erhaben*, sublime, grand, but only akin to it." 18. *Schein:* "appearance," not "brightness"; "you may call it outward show, but it is radiant with light." 21. *Sie gossen:* "they thrilled our souls with a sense of awe that we feel only in the supreme crises of our being" (exalted terror = awe). 25. *Da das Schöne:* "Seeing that such is the character of all genuine beauty, it follows that beauty is a force to reckon with (has a power of its own)"; *auch*, besides its æsthetic worth. *Gewalt* is objective: it has power over others. *Macht* is subjective; it is a sovereign.

"Menevia" was a good second; Διάδημα, "M.S.X.," and "An Old Neuwieder" I bracket third. All four make a bad start, as, indeed, does the prize winner. "It is, indeed, mere external form," &c., is anything but a model translation.

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Seek not to climb above the skies,
For often love is mixed with hate,
And 'twixt the flowers the serpent lies.
Where fortune sends her greatest joys,
There once possest they are but toys.

What thing can earthly pleasure give
That breeds delight when it is past?
Or who so quietly doth live
But storms of care do drown at last?
This is the loan of worldly hire,
The more we have, the more desire.

Wherefore I hold him best at ease
That lives content with his estate,
And doth not sail in worldly seas
Where Mine and Thine do breed debate.
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POST required, for January, as KINDERGARTEN MISTRESS. Elementary Certificate N.F.U.—H., 116 London Road, Kingston-on-Thames.

NEWNHAMITE (28) desires Post in a French Family in January, with opportunities of acquiring French language. Second Class Cambridge Historical Tripos. Cambridge Higher Local First Class Honours (Latin, French, German). Address—No. 6,456.

WANTED, in January, Post as MUSIC MISTRESS. Piano, Harmony, Class Singing. Resident or non-resident. Studied in Germany four years, pupil Leipzig Conservatorium, Adolf Begschlag and Max Mayer. Experienced teacher. Pupils successful in Examinations or Public Playing. Highest references. Address—No. 6,472.*

WANTED, Post as VISITING SCIENCE MISTRESS in a School in the Midlands, or Private Coaching. Natural Sciences Tripos. Address—No. 6,476.*

GYMNASTICS and GAMES MISTRESS, fully Trained, Certificated, desires Engagement, after Christmas, to teach Gymnastics and Calisthenics in all branches (educational and remedial), Fencing, Swimming, Games, Hygiene, Physiology. Highest references. Address — No. 6,480.*

TRAINED ART MISTRESS requires Re-engagement, in January. Highly Certificated (Board of Education and Ablett). Experienced in Public School work, Art Examinations, Exhibitions, &c. Address—No. 6,481.*

ART MISTRESS requires Non-resident Post in January (Art subjects only). Art Master's Certificate, Group I. Several years' experience in preparing large classes for Royal Drawing Society's Examinations. Address—No. 6,488.*

MUSIC.—Experienced MISTRESS offers Voluntary Work in good School where extra help needed for half term. Usual subjects, all good. Address—No. 6,493.*

L.R.A.M. desires Post—Assistant to Professor with large connexion, or good School Appointment. Four years' successful experience in good schools. Excellent teaching testimonials. Good accompanist and performer. Address—No. 6,496.*

LADY, trained and experienced Teacher, Higher Cambridge and Cambridge Teachers' Certificates, offers Assistance in a good School in return for a comfortable home. Address—No. 6,497.*

LADY desires Post as MATRON in Boarding School. Good packer and needlewoman. Some years' Children's Hospital nursing. Address—No. 6,498.*

WANTED, Post as MUSIC MISTRESS. Diplomas of A.R.C.M. (Solo, Piano, Teaching, Harmony, Counterpoint); also A.I.S.C. Experienced. Highest testimonials. Now terminating training at Royal College.—A. LOUIS, Alexandra House, Kensington Gore.

PRINCIPALS and HEAD MISTRESSES having Vacancies for next term are asked to send a statement of their requirements to the DIRECTOR of the **London Educational Agency,** 358 Strand, W.C. (under the personal management of a former Public-School Master).

POSTS VACANT.

Prepaid rate: 30 words, 2s.; each 10 words after, 6d. (Use of Office address, 1s. extra.) For latest time for receiving these announcements see front page.

[**Replies** to advertisements marked * should be sent *under cover* to "The Journal of Education" Office, 3 Broadway, Ludgate Hill, E.C., *in each case accompanied by a loose stamp to cover postage on to advertiser.* Post Cards will *not* be sent on.]

SCHOLASTIC. — JANUARY (1905) VACANCIES. — GRADUATES and other English and Foreign Assistant Masters who are seeking appointments in Public or Private Schools should apply (*as soon as possible*) to **Messrs. GRIFFITHS, SMITH, POWELL & SMITH, Tutorial Agents, (Established 1833), 34 Bedford Street, Strand, London, W.C.** Timely notice of vacant appointments will be sent to all candidates.

TO ASSISTANT MISTRESSES.

JANUARY (1905) VACANCIES.

GRADUATES (or equivalent), Undergraduates, Trained and Certificated High School Teachers, Foreign, Music, and Kindergarten Mistresses, and other Senior and Junior Teachers seeking Appointments in Schools for **next term,** and who are desirous of having their requirements set forth in **Messrs. Griffiths, Smith, Powell & Smith's Printed List** are invited to apply (*as soon as possible*) to the Firm. The **List** will contain particulars as to the qualifications, &c., of Assistant Mistresses desiring engagements, and **will shortly be brought before** Head Mistresses and Principals of **all** the Public and Private Schools in Great Britain and Ireland, in the Colonies, and on the Continent, &c. Immediate notice will be sent to Assistant Mistresses (English and Foreign) of all suitable vacancies. Address — **Messrs. GRIFFITHS, SMITH, POWELL & SMITH, Educational Agents (Estd. over 70 years), 34 Bedford Street, Strand, London.**

Telegraphic Address: "Scholasque, London."

N.B.—*Assistant Mistresses, when making application to* **Messrs. Griffiths, Smith, Powell & Smith** *for Appointments, should state whether they are Graduates (or equivalent), Undergraduates, or hold other Certificates, and the Subjects they would undertake to teach. Also their age, experience, and salary required for resident or non-resident posts. References and copies of Testimonials should also be forwarded.*

CHESTER EDUCATION COMMITTEE.

CITY AND COUNTY SCHOOL FOR GIRLS, WITH PUPIL-TEACHERS' CENTRE.

Required, in January next:—

HEAD MISTRESS; not more than 35 years of age. Salary £150 per annum, plus capitation fee of £1 per annum on each unit of average attendance beyond the first hundred.

Two ASSISTANT MISTRESSES; not more than 30 years of age. Salary £120 to £150 and £100 to £125 respectively, rising in each case by £5 per annum.

Forms of application may be obtained at the Education Offices. Applications should be sent in sealed envelopes endorsed "Chester City and County School for Girls," to the Chairman of the Education Committee, 92 Northgate Street, Chester, not later than the morning of Tuesday, 15th November, 1904.

Canvassing will be treated as a disqualification.

A. E. LOVELL,
Secretary to the Committee and
Education Offices, Director of Education.
92 Northgate Street, Chester,
October 13th, 1904.

SUNDERLAND EDUCATION AUTHORITY.

BEDE SECONDARY GIRLS' SCHOOL.

A MISTRESS is required, to teach Physics and Mathematics in the Higher Forms. The lady appointed must have a Degree or its equivalent. Experience in Laboratory Work will be a valuable qualification. Salary £120 per annum.

Particulars of the appointment can be obtained from the undersigned, to whom applications should be sent.

T. W. BRYERS.
Education Offices, Sunderland,
29th September, 1904.

STAFFORDSHIRE EDUCATION COMMITTEE.

A HEAD MISTRESS is required for the Pupil-Teacher Centre at Bilston. Preference will be given to candidates who are Registered (or qualified for Registration) in Column B of the Teachers' Register. Salary £175 per annum. Canvassing will disqualify. Forms of application must be returned not later than November 12th, and can be obtained from GRAHAM BALFOUR, M.A.
County Education Offices, Stafford,
18th October, 1904.

STUDENTS FOR THE DUKE OF YORK'S ROYAL MILITARY SCHOOL, CHELSEA, AND THE ROYAL HIBERNIAN MILITARY SCHOOL, DUBLIN.—A COMPETITIVE EXAMINATION for Students at these Institutions will take place in London and Dublin in December next. Candidates must be between sixteen and nineteen years of age on the 30th November next. Further particulars may be obtained on application, in writing (in unstamped letter), to the A.A.G. (Army Schools), War Office, 68 Victoria Street, London, S.W., by whom applications will be received not later than 15th November next. Students at these establishments have the privilege o competing for the appointment of Army Schoolmaster.

ST. HELENA'S COLLEGE, HARPENDEN. — Vacancy for STUDENT-MISTRESS. Preparation for Examinations and Training in Teaching. Resident Foreign Mistresses, Visiting London Professors for Pianoforte, Violin, and 'Cello. Moderate premium. Apply—PRINCIPAL.

STUDENTS prepared for the National Froebel Union Examinations and Cambridge Higher Local. Special terms to fill vacancies in September. Stamford Hill High School and Kindergarten (Recognized for the purposes of Teachers' Registration). Apply — Miss RICHARDS, 122 Stamford Hill, N.

HABERDASHERS' ASKE'S GIRLS' SCHOOL, WEST ACTON.—Wanted, in January, Two FORM MISTRESSES—one especially qualified to take History and Literature, the other to take Geography and Mathematics. Degree (or equivalent) and Training essential. Salary according to qualifications. In both cases a knowledge of French most desirable. Apply by letter, stating age, qualifications, experience, &c., to the HEAD MISTRESS.

HABERDASHERS' ASKE'S GIRLS' SCHOOL, WEST ACTON.—Wanted, in January, KINDERGARTEN MISTRESS. Higher Froebel Certificate. Some experience desirable. Apply by letter, stating age, qualifications, experience, &c., to the HEAD MISTRESS.

WANTED, for an Irish Protestant School, after the Christmas Holidays—

1. An ASSISTANT MASTER IN MODERN LANGUAGES, with auxiliary subjects. Englishman who has resided abroad preferred. Salary £150 per annum, non-resident.

2. An ASSISTANT MASTER IN SCIENCE and DRAWING, with Certificates in both subjects entitling him to teach under the rules of the Department of Technical Instruction, Ireland. Salary £150 per annm, non-resident.

Apply, with copies of testimonials and photograph, if possible, to HEAD MASTER.

Address—No. 6,437.*

REQUIRED, January, Recognized Church School, Clifton, Two MISTRESSES. Good English, Mathematics, French, Drawing (Ablett), Painting, Latin, Harmony, Counterpoint, Class Singing, Violin, Games, Drill. Good Churchwomen essential. Address—No. 6,438.*

THE ADDEY AND STANHOPE SCHOOL, NEW CROSS ROAD, S.E.—Wanted, next term, on Tuesday and Wednesday mornings from 9.30 a.m. to 12.30 p.m., a FRENCH TEACHER. Must have a good accent and be capable of maintaining discipline. Write, stating salary required and qualifications, to the HEAD MASTER before November 5th.

EXETER HIGH SCHOOL.—Wanted, in January, MISTRESS to teach Mathematics and History. Degree or equivalent in Mathematical Honours and either training or experience. Only suitable applications acknowledged. Apply—HEAD MISTRESS.

WANTED, by Principal of Recognized School in Midlands, a capable experienced Lady as HEAD MISTRESS. To take sole charge. Special subjects: History, Scripture. Fixed salary, with share of profits. Good opening for tactful, enterprising Lady. Apply, with full particulars, to Address No. 6,504.*

JANUARY VACANCIES.—ASSISTANT MISTRESSES desirous of securing Appointments in good Schools are invited to send a statement of their requirements, qualifications, &c., to the DIRECTOR of the **London Educational Agency,** 358 Strand, W.C.

TO ASSISTANT MISTRESSES.

JANUARY (1905) VACANCIES.

Messrs. GRIFFITHS, SMITH, POWELL & SMITH, Educational Agents (Estd. 1832), 34 Bedford Street, Strand, and 22 Henrietta Street, Covent Garden, London, WC., invite immediate applications from well qualified Assistant Mistresses for the following Appointments:—

Two Assistant Mistresses required for important Secondary School—(1) to teach principally Modern Languages, (2) English Language and Literature. Both must be experienced teachers. Salary in each case £250 per annum.—No. 39.

Assistant Mistress for important Secondary School near London. Physiography, Botany, Physiology, Chemistry, Psychology, and to train Student-Teachers. Must hold a Degree. £120 non-resident.—No. 7.

Science Mistress to teach Physics and Mathematics. Laboratory experience desired. Secondary School. £120 non-resident.—No. 18.

Science Mistress.—Graduate or A.R.C.S. essential. Physics (good), elementary Chemistry. County (dual) School. £120 non-resident.—No. 26.

Science Mistress for London School. Chemistry and Physics. £110 to £130 non-resident, according to experience, &c.—No. 27.

Science Mistress for important Foundation School. £100 non-resident.—No. 5.

Head Mistress required, with experience in School management, for small high-class School near London. £100 resident.—No. 36.

Assistant Mistress for School in British Columbia. French, German, and Mathematics. £75 resident.—No. 45.

Mathematical Mistress required for important Foundation School to teach Mathematics up to London B.A. standard. £120 non-resident.—No. 6.

Two Assistant Mistresses for important Secondary School near London. Class Teaching in Lower Forms. Trained and Registered desired. Commencing salary in each case £80 non-resident.—No. 8.

Kindergarten Mistress for Secondary School near London. Must be able to train students. £80 non-resident.—No. 10.

First Assistant Mistress required for important School in Simla, India. Good English, French, and Mathematics. Salary 100 rupees per mensem, and passage paid.—No. 15.

Assistant Mistress for County School. Good English and Literature, Arithmetic, History, or Geography. £90 to £110 non-resident.—No. 23.

Mathematical Mistress for High School. Must have taken Mathematics in final Exam. for Degree. £60 resident.—No. 11.

Senior English Mistress required to teach advanced Mathematics, Languages, and English. Good salary, resident.—No. 29.

English Mistress required. Must be registered, or hold a Degree. Good all-round English and advanced Arithmetic. Able to prepare for Public Exams. £60 resident or £80 non-resident.—No. 42.

German Governess for British Columbia. French, German, and some Mathematics. £75 resident.—No. 68.

Head English Mistress for first-class School near London. Thorough English and Arithmetic. Experienced. £60 resident.—No. 44.

Art Mistress required to teach, in addition to Art, Class Singing and junior English. An adequate salary (resident) will be given to a suitable lady.—No. 30.

Graduate of London to teach subjects for Matric. London School. £50 resident.—No. 33.

Two Teachers for Secondary School near London. Certificated Senior Oxford or Cambridge, or Matric., with Higher Froebel, for Form I. £75 each, non-resident.—No. 9.

Graduate, or one holding equivalent certificate, to teach English, Latin, and Mathematics. £50 or more resident.—No. 2.

English Mistress for Secondary School in London. English, Geography, History, Arithmetic, and Mathematics. £75 non-resident.—No. 19.

Assistant Mistress for English, Algebra, Euclid, Latin, and some Science. London School. £50 resident.—No. 43.

Assistant Mistress required to teach History, Latin, Botany, and Mathematics. £45 (or more) resident.—No. 1.

English Mistress for good English, Latin, and Science. £45 resident.—No. 22.

Teacher required to instruct in Cookery, Dressmaking, Housewifery, &c. £50 resident.—No. 38.

IMMEDIATE VACANCIES.

Senior Assistant Mistress for County (Dual) School. Graduate or equivalent. Mathematics and English chief subjects. £150 non-resident.—No. 20.

Temporary Science Mistress for Chemistry and Botany. Intermediate School. Good salary, non-resident.—No. 46.

Mistress for County School, to teach Drawing, Needlework, Class Singing, Elementary Science, and French. £100 non-resident.—No. 37.

Kindergarten Mistress, able to take Higher English work and Physiology or Hygiene. Fair salary, resident.—No. 31.

Mathematical Mistress required till end of Term. Arithmetic, Algebra, Geometry, &c. Salary about £16 for the time.—No. 32.

Assistant Mistress for Science and Mathematics. Important School. £50 resident.—No. 25.

160 other resident and non-resident vacancies, in Public and Private Schools, for English and Foreign, Senior and Junior, Assistant Mistresses. Full details as to qualifications, &c., should be stated.

50 **Student-Governesses** also required for superior Schools on mutual terms, namely:—Board, Residence, and Educational advantages in return for services.

A complete List of Vacant Appointments in Public and Private Schools will be sent by **Messrs. GRIFFITHS, SMITH, POWELL & SMITH** to English and Foreign Assistant Mistresses, and to Student-Governesses, on application.

N.B.—*Assistant Mistresses, when making application to Messrs. Griffiths, Smith, Powell & Smith for particulars of the above Appointments or for a list of Vacancies, should state the Subjects they would undertake to teach, age, experience, whether they are Graduates (or equivalent) or hold other Certificates, and should also enclose names of referees and copies of Testimonials.*

SCHOOLS TRANSFERRED AND VALUED.

(This Department is under the Entire Management of one of the Partners of the Firm.)

ADDRESS—

34 BEDFORD STREET, STRAND, LONDON, W.C.

Telegraphic Address: "SCHOLASQUE, LONDON."

COUNTY COUNCIL OF THE WEST RIDING OF YORKSHIRE.

EDUCATION DEPARTMENT.

THE West Riding Education Committee, in connexion with their Scheme for the furtherance of Secondary Education, will require in January the services of:—

MASTERS.

A. One, to teach principally Modern Languages. Salary £300 per annum.
B. Two, to teach principally English Language and Literature. Salary £300 per annum (each).
C. One, to teach principally Mathematics and Science. Salary £300 per annum.
D. One, to teach Art. Salary £300 per annum.
E. One Instructor in Physical Exercises. Salary £200 per annum.
F. One Instructor in Manual Work. Salary £200 per annum.

MISTRESSES.

G. One, to teach principally Modern Languages. Salary £250 per annum. And
H. One, to teach principally English Language and Literature. Salary £250 per annum.

The above Masters and Mistresses will be attached either as Supplementary or Peripatetic Teachers to one or more Secondary Schools, and will, while in the Schools, act under the directions of the Head Teacher. Applicants must have had thorough experience in good Schools, and must be expert in the theory and practice of teaching the different subjects mentioned above.

Applications must be made on forms to be obtained from the Education Department (Secondary), County Hall, Wakefield, where they must be returned not later than Saturday, November 12th. Copies of not more than three recent testimonials must be sent with the application.

Canvassing will be a disqualification.

In applying for forms the letter of the Post for which application is made must be given.

ISLE OF ELY COUNTY COUNCIL.

GIRLS' SECONDARY SCHOOL, ELY, CAMBS.

WANTED, a HEAD MISTRESS, to commence duty soon after Christmas. Salary to commence with £150 per annum.

Wanted, also, an ASSISTANT MISTRESS. Salary £90 per annum.

Applications, stating qualifications and other particulars, to be forwarded to

ARTHUR HALL,
Fore Hill House, Ely, Cambs. Correspondent to Managers.

OUDTSHOORN, CAPE COLONY.
GIRLS' PUBLIC SCHOOL.

Wanted, for January, 1905, an ASSISTANT MUSIC MISTRESS (Non-resident), well qualified to teach Piano or other instrument, preferably 'Cello or Mandoline. A knowledge of Virgil-Clavier method desirable.

Salary £120 per annum.

Free passage paid on a three years' agreement.

Applications, giving full particulars as to age, testimonials, references, experience, and also certificate of health, to be sent in the first place to A. BATE, Esq., Clavier Hall, Hanover Square, London, W., not later than November 15th, 1904.

EDWIN W. G. DEY,
Secretary to School Board.

WITHINGTON GIRLS' SCHOOL, MANCHESTER.—Wanted, in January, THIRD FORM MISTRESS. Experience essential. Ordinary Form subjects, including Arithmetic, Modern Geometry, Nature Study, Drill. Sloyd desirable. Apply—HEAD MISTRESS.

RHENISH INSTITUTE, STELLENBOSCH SOUTH AFRICA.

WANTED, for January 21st, 1905, a Resident TEACHER, to teach Standard VI. and Pupil-Teachers, including Needlework; to take surveillance duties with Boarders. Free first-class passage to South Africa paid. Salary £100 per annum, with free board and lodging during School terms. Agreement to bind for three years. Apply to Miss VON HELD, Lady Principal.

BRUNT'S TECHNICAL SCHOOL, MANSFIELD.—A First ASSISTANT MISTRESS is required in the above Secondary Mixed School to commence duties after the Christmas holidays. Subjects essential: general Biology and English. Capacity to teach Physical Exercise will be a recommendation. Salary £100 per annum, advancing to £150. Further particulars and Application Forms may be obtained from the Clerk, W. N. SARLL, Mansfield, Notts.

COUNTY BOROUGH OF CROYDON.

EDUCATION COMMITTEE.

The Committee invite applications from persons qualified to conduct Classes to prepare women "King's Scholars" for the Certificate Examination. The Class will meet at the South Norwood Branch Polytechnic for two hours on Friday evenings and three hours on Saturday mornings, from November, 1904, to July, 1905.

The persons appointed will be required to give Instruction in all the subjects obligatory for the Certificate Examination except Science, Drawing, Needlework.

A SENIOR TUTOR, who will be responsible for the general management of the Class, and a JUNIOR TUTOR will be appointed at salaries of £60 and £40 respectively per Session.

Applications, accompanied by copies of testimonials, should reach the undersigned not later than Thursday, 3rd November next.

Education Offices, Katherine Street, Croydon. October 24th, 1904.

JAMES SMYTH, Clerk.

STEPNEY AND BOW FOUNDATION.

COBORN SCHOOL FOR GIRLS, BOW, E.

Required, in January, SENIOR SCIENCE MISTRESS, qualified to teach Physics and Chemistry. Salary £130 initial. Experience essential. Only suitable applications acknowledged. Apply — HEAD MISTRESS.

COUNTY INTERMEDIATE SCHOOL, LLANELLY.

—Wanted, immediately, an ASSISTANT MASTER to take general subjects, including Shorthand. Degree essential. Salary £120. Apply—HEAD MASTER.

AN English Lady required, in January, to teach French and Drill.

Also STUDENT-MISTRESS for Junior English. Preparation for English or Music Examinations. Private School (Recognized). — PRINCIPAL, Howard College, Bedford.

REQUIRED, for Girls' High School (Cape Colony), a HEAD MUSIC MISTRESS (L.R.C.M. or A.R.C.M.).

Pianoforte and Harmony. Salary £120 resident. Passage paid. Apply — SOUTH AFRICAN COLONIZATION SOCIETY (EDUCATION), 47 Victoria Street, S.W.

HIGH SCHOOL, TEIGNMOUTH.

—Wanted, in the above School, STUDENT-TEACHER. Preparation for Cambridge Higher Local and other advantages. Small fee for board.

LINDSEY COUNTY COUNCIL EDUCATION COMMITTEE.

GAINSBOROUGH PUPIL-TEACHERS' CENTRE.

Wanted, a LADY PRINCIPAL for this Centre. 93 on Registers. Previous experience of Training Pupil-Teachers necessary. Salary £150. Forms of application, which should be returned by November 9th, to be obtained from the SECRETARY, Lindsey Education Committee, 286 High Street, Lincoln.

EXETER MIDDLE SCHOOL FOR GIRLS.

Wanted, in January, a FORM MISTRESS (Churchwoman), to teach English subjects and Geography. Experience, with Degree or good Higher Local Certificate, essential. Address, enclosing testimonials, before November 10th—HEAD MISTRESS.

WANTED, in January, a College-trained MISTRESS, to take Drill and Games in the afternoons, who would be willing to teach in the Lower School in the mornings in a Public Secondary School.—HEAD MISTRESS, 8 Rectory Road, Walthamstow.

BARRY COUNTY SCHOOL.—

Wanted, to commence work in January, a SENIOR CLASSICAL MASTER. English a subsidiary subject. Graduate preferred. Salary to commence £150 per annum, non-resident. Apply to EDGAR JONES, Head Master.

REQUIRED, in January, Resident MISTRESS (experienced) for Church of England Boarding School at Buenos Aires.

Subjects: Arithmetic and Mathematics (Senior Cambridge Standard), English, one Science. Degree or equivalent and training desirable. Salary £100, £115, £130 respectively for three years. First-class passage out paid. Apply — HEAD MISTRESS, Girls' Grammar School, Ilminster.

LADY LUMLEY'S GRAMMAR SCHOOL FOUNDATION.

Chairman of the Governors—The Right Hon. A. H. D. ACLAND.

A HEAD MASTER is wanted for the School now being erected at Pickering, North Yorkshire, and which will be opened after Easter, 1905. He must be a Graduate of some University in the United Kingdom or the British Possessions, and his name must be in Column B of the Register of Teachers formed under Order in Council of 6th March, 1902.

The salary will be £100 per annum, plus a capitation payment of £3 per scholar.

The School is a Secondary Day School for Boys and Girls, and is intended to accommodate from 60 to 70 scholars. A residence, not attached to the School, could be supplied at a reasonable rent.

Applications, with three recent testimonials, must reach the undersigned not later than 8th December, 1904. No canvassing will be permitted.

J. D. WHITEHEAD, Treasurer of the Foundation, Pickering.

BEDFORD COLLEGE FOR WOMEN (UNIVERSITY OF LONDON), YORK PLACE, BAKER STREET, W.

The Council are about to appoint a Lady as HEAD OF THE TRAINING DEPARTMENT.

Applications must be sent by November 25th to the SECRETARY of the College, from whom further information may be obtained.

H. WALTON, Secretary.

ASSISTANT MISTRESSES

wanted. (1) English, Modern Languages, Piano. (2) Mathematics, Botany, some English. Experienced in preparing for Examinations. Resident. Moderate salary. Full particulars — HEAD MISTRESS, North Middlesex High School, Tottenham, N.

BOLTON HIGH SCHOOL FOR GIRLS.

—A SCIENCE MISTRESS is wanted, for January. Apply to the HEAD MISTRESS.

ST. MICHAEL'S SCHOOL, MALTON, YORKSHIRE.

— Wanted, in January, German Lady to teach French. Musical. Mutual terms. Also STUDENT-GOVERNESS. Small premium, or mutual terms if able to teach Swedish Drill.

MANCHESTER HIGH SCHOOL.

— Wanted, for January, Two Junior School ASSISTANT MISTRESSES. Training or special experience essential. Subjects: English, Nature Study, Arithmetic. Geography or Oral French a recommendation. Apply to the HEAD MISTRESS.

ST. MARGARET'S HIGH SCHOOL, LEE.

—Wanted, in January, FORM MISTRESS. Essential subjects: English and Mathematics. If possible, Elementary Science. Must be qualified, or willing to qualify, for Registration. Churchwoman. Salary £80 non-resident. Apply, stating age, qualifications, experience, &c., to HEAD MISTRESS.

GERMAN. — Coaching, Literature, and Composition.

Higher Local and other Examinations, and General Work. Moderate terms. Refer to the HEAD MISTRESS, High School, Berkhamsted.

STUDENT MISTRESS required.

Musical. Must have passed Senior A.B., R.A.M., and R.C.M. Preparation for L.R.A.M. and experience in teaching. Small premium. Also KINDERGARTEN STUDENT required. Preparation for N.F.U. Examinations. Small premium. Address—HEAD MISTRESS, High School for Girls, Quadrant, Coventry.

TWO MISTRESSES wanted, for January,

for high-class Boarding School near London—one to teach Mathematics, Latin, elementary Greek, and some Science, preferably including Botany; the other as GAMES and HEALTH MISTRESS, and able to offer specially good Drill. A colloquial knowledge of French or German would be a recommendation in either case. Address, stating age, training, Degree or Certificates, experience, salary required — PRINCIPAL, Leatherhead Court, Leatherhead, Surrey.

WANTED, in January, a MISTRESS for good Drawing and Junior Music (Clavier System preferably).

Desirable subsidiary subjects: Painting, Games, Needlework, elementary English. Apply—PRINCIPALS, Clough School, Reigate.

BOROUGH OF DONCASTER.

EDUCATION COMMITTEE.

THE Committee are about to open a Secondary School for Girls (mainly in connexion with the development of the Instruction and Training of Pupil-Teachers at Doncaster), and invite applications from qualified Teachers for the Post of HEAD MISTRESS at a salary of £230 per annum, a FIRST ASSISTANT MISTRESS at £120, and a SECOND ASSISTANT MISTRESS at £100, per annum.

The instruction to be given will be on the lines of an ordinary Secondary Day School curriculum. Experience of Pupil-Teachers necessary. Duties to commence in January.

Applications must be made on forms to be obtained at my Office, where they must be returned (endorsed "Chairman, Education") not later than 9th November. Copies of not more than three recent testimonials must accompany the application.

R. A. H. TOVEY, Town Clerk and Secretary of Education.

Town Clerk's Office, Doncaster, October, 1904.

RHONDDA INTERMEDIATE SCHOOL, PORTH, GLAM.

(1) A MISTRESS is required, in January, to teach Science and Mathematics in Junior Forms. Chief subjects: Physics and Chemistry. Commencing salary £100 per annum.

(2) A MISTRESS is required, in January, to teach Welsh, English subjects, and French in Junior Forms. Commencing salary £100 per annum.

Applications, with three recent testimonials, should be sent, before November 24th, to the HEAD MASTER.

CALCUTTA. — Required, in January, Resident SECOND MISTRESS for La Martinière School for Girls.

Good Arithmetic, English, and French. Salary 150 rupees per mensem (£120 per annum). Apply, stating age and full particulars, to the HEAD MISTRESS, High School for Girls, Devonport.

WANTED, (1) for Public High School, London Graduate (or equivalent).

French, Latin, elementary Mathematics, &c. Salary £100.

(2) SCIENCE MISTRESS for Public Secondary School. Salary from £105.

(3) Resident MISTRESS, B.A. Lond., for large Private High School in London. Salary about £50.

(4) Resident MISTRESS for Boys' Preparatory School, with fluent French, &c. Salary £50 to £60.

(5) Non-resident MISTRESS for Pupil Teachers' Centre. Salary about £100.

(6) Resident MISTRESS in large Public School. Gymnastics, Games, and some other subjects.

(7) Non-resident MISTRESS in Private Recognized School. French, German, and English. Salary about £85.

(8) HEAD ENGLISH GOVERNESS in Ladies' School near London. Salary £50.

And many other vacancies.

Miss LOUISA BROUGH, Central Registry, 25 Craven Street, Charing Cross.

WOOLWICH POLYTECHNIC.

Principal — WILLIAM GANNON, M.A.

THE Governors invite applications for the following Appointments:—

(1) TEACHER OF MATHEMATICS AND EXPERIMENTAL PHYSICS. Commencing salary £160 per annum. Experience of Secondary School work essential.

(2) TEACHER OF MATHEMATICS AND EXPERIMENTAL PHYSICS. Commencing salary £150 per annum. Experience of Technical School work essential.

Further particulars and application forms may be obtained from the PRINCIPAL on receipt of a stamped addressed foolscap envelope. Last day for receiving applications is 7th November.

A. J. NAYLOR, Clerk to the Governors.

COUNTY BOROUGH OF SWANSEA.

EDUCATION COMMITTEE.

WANTED, for the Central Higher Elementary Girls' School, Swansea, an ASSISTANT MISTRESS, qualified to instruct in Chemistry and Physics. Must have experience in teaching. Preference given to a Trained, Certificated Teacher holding the Degree of B.Sc. or Inter. B.Sc. and to one who could teach Botany.

Salary according to experience and qualifications.

Applicants to state salary required.

Forms of application may be obtained from the undersigned. A. W. HALDEN.

Education Offices, Dynevor Place, Swansea. 25th October, 1904.

ASSOCIATION OF UNIVERSITY WOMEN TEACHERS. — Teachers with University qualifications (degree or equivalent), requiring posts in Public or Private Schools, are invited to Apply to the Secretary. No commission is charged when work is obtained through the Registry, but *continued* membership is expected. Subscription 5s. per annum. State full particulars in applying to the SECRETARY, 48 Mall Chambers, Kensington, W.

BOROUGH OF BROMLEY EDUCATION COMMITTEE.

ASSISTANT CLERK.

THE Bromley Education Committee require the services of an ASSISTANT CLERK, at the salary of £150 per annum (payable monthly).

Applicants must have had experience in the work devolving upon the Education Committee and the Higher Education Sub-Committee, and should possess a knowledge of Shorthand and Typewriting.

Applications in the candidates' own handwriting, stating age, experience, and qualifications, together with copies of three recent testimonials, to be received by the undersigned not later than Monday morning, the 7th November, 1904.

Canvassing will disqualify.

(By order)
GEORGE WALL,
Clerk to the Committee.

Municipal Offices, Bromley, Kent,
26th October, 1904.

GEOGRAPHY MISTRESS, non-resident, wanted in January, in large Girls' High School, North of England. Good English subjects, ordinary Form subjects, and Needlework also necessary. Good discipline and some experience essential. Address —No. 6,453.*

ASSISTANT MISTRESS, non-resident, needed in January, in large Girls' High School, North of England, to teach chiefly French and German on New Method. Preference given to a Lady who has studied abroad. Some English also required, and Literature desirable. Good discipline and some experience essential. Address—No. 6,452.*

WANTED, in January, for London High School, FORM MISTRESS, non-resident. Classics and History. Degree or equivalent. Experience. Games. Also Visiting TEACHER (Lady) for German. Apply, giving age, experience, and salary required, to No. 6,483.*

JANUARY. — Wanted, thoroughly qualified Church of England MISTRESS for youngest Pupils in small Recognized School near Leeds. Extra subjects: Drilling, Ablett's Drawing, Brushwork, Botany. Elementary Class Singing desirable. Address—No. 6,475.*

MATHEMATICAL MISTRESS wanted, in January, in a G.P.D.S. School. Degree or equivalent essential. Full particulars of training, qualifications, experience, &c., to No. 6,478.*

SENIOR ENGLISH MISTRESS required, in January, in Secondary School under Government. Essential subjects: English History, Geography, Literature, Grammar, Scripture; desirable: French and elementary Latin. Experienced. Church of England. Address—No. 6,482.*

HOUSEKEEPER-MATRON wanted not later than January 1st. Must be good organizer, accustomed to economical catering for large households. Some knowledge of Nursing desirable. Applications, stating age and salary required, to be sent with copies of testimonials to No. 6,484.*

GERMAN.—Wanted, in January, in Lancashire Girls' High School, MISTRESS for German. Must also take French Translation. Apply before November 15th, giving full details and salary required. Address—No. 6,485.*

REQUIRED, in good Private School (January) ENGLISH MISTRESS. Usual subjects, Arithmetic (good), and German. Age over 27. Disciplinarian. Churchwoman. Interested in Games. Also French Lady, able to teach German and Needlework. Both musical preferred. Both state age, experience, salary, &c. Address—No. 6,443.*

ASSISTANT ENGLISH TEACHER (Resident) wanted, after Christmas, in Recognized School. London Degree preferred. Apply, giving age, experience, references, and salary required, to No. 6,499.*

LONDON COUNTY COUNCIL.

The London County Council is prepared to receive applications for the Post of ASSISTANT MISTRESS in the Marylebone Pupil-Teachers' School, Burghley Road, Highgate Road, N.

Applicants must be qualified to teach the general subjects required for the King's Scholarship and Matriculation Examinations, and more especially the subjects of Mathematics and either French or History.

Applications for the Appointment must be made on forms to be obtained, with further particulars, from the CLERK OF THE LONDON COUNTY COUNCIL, Education Offices, Victoria Embankment, W.C., to whom the forms should be returned not later than Monday, 7th November, 1904. If a written application is made for a form, it must be accompanied by a stamped and addressed foolscap envelope or wrapper, to be marked outside "Application for Teachership (H.R.)." Canvassing for this position, either by letter or personally, will be considered a disqualification.

G. L. GOMME,
Clerk of the London County Council.
Education Offices, Victoria Embankment, W.C.
19th October, 1904.

CITY OF BIRMINGHAM EDUCATION COMMITTEE.

THE Committee requires the services of an ASSISTANT MISTRESS as a Teacher of Science. Salary £100 to £130 per annum, according to qualifications and experience. Candidates should be qualified in Hygiene and Laws of Health.

Form of application may be obtained from the undersigned. JNO. ARTHUR PALMER,
Secretary.

Education Department, Edmund Street,
25th October, 1904.

HARROW HIGH SCHOOL, MIDDLESEX (Recognized). — Wanted (Christmas), SENIOR ASSISTANT MISTRESS. Inter. Arts or B.A. Experienced. Also Two STUDENT-MISTRESSES, over 18. Preparation for Matriculation or Senior Cambridge. Write fully. —HEAD MISTRESS.

REQUIRED, in January, a Resident ASSISTANT MISTRESS. Special subject: Mathematics. Salary £55 to £60. Apply, stating age, experience, and all qualifications to No. 6,442.*

WANTED, in January, Resident FRENCH MISTRESS for Recognized Private School. State qualifications, experience, and salary. Address—No. 6,448.*

ENGLISH MISTRESS required, in January, for a small high-class School for Girls. Graduate preferred. Essential subjects: Latin, History, Botany, Mathematics, and elementary French. Some Music desirable, but not essential. Ample time for private study. Salary according to qualifications. Address—No. 6,450.*

WANTED (January), Resident MISTRESS in Public High School, to teach French. Able to prepare for Higher Local (Honours). Degree or equivalent. Experience and residence abroad essential. Churchwoman. Address — No. 6,468.*

WANTED (January) experienced French Lady for French, Needlework, and Junior Music in High School. Resident. Able to keep good discipline. Address—No. 6,469.*

WANTED, Two Resident ASSISTANT MISTRESSES (January). Degree or equivalent. (1) Subjects: advanced Mathematics, Latin, Botany. (2) advanced French and German, Botany, Form III. English, Games. Recognized School, near Liverpool. Address—No. 6,463.*

RESIDENT MUSIC TEACHER (experienced, L.R.A.M.) wanted, in good Private School, next January. Give full particulars, references, age, salary required, to No. 6,500.*

WANTED, in good Day School near London, Trained Registered MISTRESS, with Degree. Successful in preparing for Examinations. View to Partnership. Capitation, with salary or board residence, at first. Address—No. 6,495.*

NORTH LONDON COLLEGIATE SCHOOL.—Wanted, a CLASSICAL MISTRESS. High qualifications in Scholarship essential. Salary, to a Mistress with experience, £150. Apply—HEAD MISTRESS, Sandall Road, London, N.W.

UNIVERSITY OF LONDON.

THE Senate invite application for the FRANCIS GALTON RESEARCH FELLOWSHIP IN NATIONAL EUGENICS. The Fellowship is of the annual value of £250, is tenable for one year in the first instance, and is renewable for two subsequent years. An additional sum of £250 a year is provided, and can be used at the discretion of the Committee in assisting the work of the Fellow. Applications, accompanied by copies of not more than three testimonials, must reach the University not later than November 10th, 1904, and should be addressed to the PRINCIPAL, University of London, South Kensington, S.W., from whom further particulars can be obtained.

ARTHUR W. RÜCKER,
Principal.

WANTED, in January, in a Grammar School, a MISTRESS for Mathematics and English (including History). Degree essential. Address—No. 6,494.*

REQUIRED in January, for high-class School near London, young Anglo-French MISTRESS for French Conversation and Translation. Must also teach Needlework (Plain and Fancy) and Play for Drill. Reply, stating age, experience, qualifications, and salary required to No. 6,489.*

GERMAN Protestant MISTRESS (25–30) wanted, for January, in high-class Girls' School near London. Essential qualifications: thoroughly good Teacher of Piano (Performer desirable), with Conservatoire Training. Some German Teaching required. Must have had some experience in English School routine and be tactful disciplinarian. No agents. None but ladies with excellent recommendations and similar experience will be entertained. —No. 6,490.*

GERMAN MUSIC TEACHER needed, in Ladies' School, in January. Send full particulars, references, age, and salary required to Address—No. 6,486.*

WANTED, Young Lady TEACHER in School (Recognized for Registration of Teachers). One working for Examination preferred. Small salary. State full particulars and referees and enclose testimonials. Church of England. Address—No. 6,473.*

WANTED, for a Grammar School, in January, (1) an ASSISTANT MASTER for French, with auxiliary subjects. (2) An ASSISTANT MASTER for English and Classics up to London Matriculation Standard. Salary in each case, £125 per annum non-resident, or £80 resident. Address —No. 6,474.*

RESIDENT ENGLISH MISTRESS required (Ladies School, short distance from London), after Christmas. Experienced in preparing for Examinations. Degree or equivalent. Church of England.—PRINCIPAL, Blandford House, Braintree.

KINDERGARTEN AND FIRST FORM MISTRESS (Resident) wanted, in January. Training, experience, and good discipline essential. Preference given to one offering good Needlework. Salary £30. Apply, with full particulars to Address—No. 6,501.*

WANTED, in January, in Recognized School, Resident ASSISTANT MISTRESS. Special subjects: History, English, Arithmetic. Small salary (but no supervision) and ample time for private study. Suitable for Mistress desiring to qualify for Registration or work for Higher Examination. Apply, with full particulars, to Address—No. 6,502.*

WANTED, in School for Gentlemen's Daughters, on Devonshire Coast, Resident PUPIL (about 16), to help one hour daily with small children's Reading and Writing. Preparation for any Examination. Half fees. Address—No. 6,441.*

WANTED, in high-class School for Gentlemen's Daughters, on South Coast, COMPANION-PUPIL for Principal's own little Girl (ten years old). Reduced fees. Address—No. 6,454.*

PLYMOUTH HIGH SCHOOL.—Wanted, for January, MISTRESS for French, German, and Classics. Degree or equivalent and experience or training. Apply—HEAD MISTRESS.

MR. TRUMAN'S EDUCATIONAL AGENCY,

6 Holles Street, Cavendish Square, London, W.

JANUARY VACANCIES.

Mr. TRUMAN will be glad to hear as early as possible from LADY TEACHERS who will be needing Appointments for next Term.

Among a large number of vacancies in important Public and Private Schools, Mr. TRUMAN has been instructed to select and put forward candidates for the following :—

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English Mistress required for Church High School to teach English Language, Literature, and History, and some German. Good disciplinarian and Churchwoman essential. Non-res., £105. —A 4879.

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English Mistress required for high-class Home School. Degree or equivalent; good experience; to teach English, German, and Latin. Res., £50. —A 5006.

English Mistress required for high-class Private School to teach English subjects and good French (conversation). Good qualifications and experience essential. Res., £50.—A 5011.

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English Mistress required for good Private School to teach English, Latin, and Mathematics. Degree or equivalent and experience essential. Res., £60.—A 5016.

First Form Mistress required for Public High School. First Form Subjects, with Geography and, if possible, Nature Study. Good training or experience in teaching classes of young children. Non-res., about £100.—A 4994.

Assistant Mistress required for high-class Boarding School to teach good Arithmetic, English subjects, and Science; Drilling or Games a recommendation. Res., from £30–£60, according to qualifications.—A 4992.

English Mistress required for high-class Private School in London. English subjects, with Geography, and either good French or good German. Registered Teacher required. Resident post with fair salary. —A 4992.

English Mistress required for Recognized School in London to teach English and Mathematics. Experience and qualifications for Register. Non-res., £70. —A 4924.

Assistant Mistress for high-class Day School in the North to teach good English and Music with Elementary Science, Drilling, and Needlework. Churchwoman. Experience. Res., £40.—B 4964.

Junior Mistress required for Private School of the highest class in London. Good training and experience in teaching young children essential. Res., up to £50.—A 5038.

Senior English Mistress for Public Day School in the North to teach English subjects with History, Geography, and Scripture for Cambridge Locals, with Prayer Book, and Elementary Latin. Res., about £70.—A 5027.

Classical Mistress required for Public Day School to teach Classics throughout the School and some Form work, especially Arithmetic. University Honour Woman with experience or training essential. Non-res., £100.—A 5021.

Head Mistress required for Roman Catholic Boys' Preparatory School to teach English subjects with Elementary Latin and Mathematics. Good experience. Res., from £60–£100 according to qualifications.—A 4261.

Registered Mistress for good Private School near London to teach Latin, Mathematics, English, and French. Res., with fair salary.—A 4848.

MATHEMATICAL AND SCIENCE MISTRESSES.

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Mathematical Mistress required in Public High School. Experience; Churchwoman. Res., £55–£60.—A 4866.

Mathematical Mistress required for South Africa. Degree or equivalent and experience essential. Non-res., £170.—A 4763.

Second Mistress required for Public High School. Degree or University Honours and good experience essential; to teach Mathematics and some Classics. Churchwoman. Res., £90.—A 4670.

Mathematical Mistress for Public School to teach Mathematics and Physics on modern methods. University Degree or equivalent qualifications with experience or training. Res., about £80.—A 4942.

Mathematical Mistress required for good Private School in London to teach Mathematics and English subjects. London B.A. Degree and experience essential. Res., £60 or more.—A 4943.

Mathematical Mistress for Public High School to teach Mathematics on modern lines and History. Degree or equivalent; experience or training. Non-res., £100.—A 4881.

Assistant Mistress required for important Private School to teach Mathematics with History and Geography. Degree or equivalent; good experience essential. Res., £60–£70.—A 4985.

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Science Mistress required for County Secondary School to teach Botany, Nature Study, and General Elementary Science. Degree and experience or training essential. Non-res., £100–£110.—A 5023.

Assistant Mistress required for Private School to teach Mathematics, Science, and English subjects. Res., £35–£40.—A 5030.

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Kindergarten Mistress required for Public Secondary School. Higher Certificate N.F.U. and Ablett's Drawing Certificate essential. Non-conformist preferred. Res., £50.—B 4779.

Kindergarten Mistress required for Private School in the North. Certificated; able to help with Mathematics and Needlework. Res., £30.—B 5034.

Kindergarten Mistress required for Lisbon to teach general elementary subjects. Res., £36. —B 4960.

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Art Mistress required for Church High School to teach Art subjects with some general English. Good qualifications and experience. Churchwoman. Non-res., £95.—B 4963.

Art Mistress required for Private High School to teach Art subjects with Class Singing and Junior English. Res. post with fair salary.—B 4955.

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The Cambridge University Press.

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ST. AUGUSTINE'S SCHOOL-DAYS.

IN none of the popular histories of education—Quick, Compayré, Leitch—is the name of St. Augustine, as far as we are aware, ever mentioned, and the "Confessions" is a book often quoted, but seldom read. All have heard in some form or other the story of Monica, that mother of mothers, of Alypius, and his conversion from the bewitchment of gladiatorial games; but few theologians, and still fewer pedagogues, we take it, could answer offhand what sort of education St. Augustine received as a boy, or how he regarded his early training. The "Confessions" make no pretence to being an autobiography; these are primarily a work of edification, and the incidents of the unconverted life are only mentioned as illustrations of the depravity of human nature for the sake of admonition and self-humiliation. We have thought it worth while to piece together, with the briefest comments, from the early chapters all that has a pedagogic interest. Those of our readers to whom the matter is new cannot fail to be struck, as we have been, by the psychological insight of a Father who, less liberal than Clement and Origen, would have banished from Christian schools all secular science and literature.

The keynote is struck at starting: "I was conceived in sin, and in shame did my father beget me." He confesses with shame and sorrow even the sins of infancy. He kicked and screamed, as infants will; he was no less greedy than his elders, and clung too long to his mother's breast. The act itself, he argues, was not sinful, since there was no one to correct him, nor could he have understood correction, but the *animus*, the evil intention, the taint of original sin was there all the same, and made the act reprehensible.

The transition from unconscious infancy to conscious childhood suggests to him the problem of personal identity. What has he to do with an age of which he has no recollection and knows only what he has been told by others? Infancy has gone, but what has become of it? Like Villon, he asks: "Mais où sont les neiges d'antan?"

The speculation is not pursued, but an interesting analysis follows of the natural method of acquiring language.

First the interest is aroused, the desire to make one's wishes known, and so satisfy one's needs and inclinations. The child is then prompted to observe what his elders do under like circumstances, and, though their words have for him as yet no significance, yet he gathers from the accompanying signs and motions (the universal language of articulate men) their general meanings, and stores them up in his memory to use when the occasion arises.

This new acquisition, however, gave him no pleasure in the retrospect. To him it then seemed only the instrument for plunging more deeply into the stormy sea of social life ("Vitae humanae procellosam societatem altius ingressus sum").

The account of his actual school-days is all too brief, and it may be given textually, omitting only the pious ejaculations, which, sincere as they are, recur with somewhat tedious iteration. His father was a middle-class citizen of Thagaste. His means were moderate; but he was ambitious for his son, whom he destined for the Bar, and stinted himself to give him the best education that money could procure. History repeats itself, and the "Confessions" are almost a replica of the story that Horace tells of his own father and his school-days in Rome, not omitting the "plagosus Orbilius."

I was sent to school to learn letters. What could be the use of them I had, poor child! no notion; but, if I was slow at my books, I was beaten all the same. Personal chastisement is a time-honoured tradition, and many former generations have strewn the path with thorns which we children of Adam must tread with multiplied pain and sorrow. I was then taught to pray, and even as a boy I called on Thee, my refuge and help in the time of trouble, and in invoking Thee my tongue-strings were unloosed. Weak as I was I prayed to Thee with strong emotion that I might not be beaten.

Fifteen centuries altered little in the conditions of school life, and Heine, looking to the crucifix that hung above him in the dim Franciscan cloister school, prayed no less fervently: "O Thou Crucified One, grant that I may remember the *verbe irregulaire!*"

When my prayers were not heard, the stripes I received for my ignorance, though at that time to me a great and grievous affliction, were a cause of laughter to my elders—even my parents, who certainly wished me to learn.

Is there any one on earth [he asks] so filled with the Divine Spirit as to think lightly of the stake and all kinds of martyrdom and to mock at those who stand in terror of them, as our parents made fun of the tortures which we suffered as children from our masters? And yet schoolboys were no less in mortal terror of the rod than criminals are of the rack, and pray no less fervently to escape them.

He had, he tells us, good natural abilities, and it was not from lack of intelligence or memory that he failed in his lessons and was whipped, but from boyish love of play. "What gross injustice!" he exclaims—

Those who punish us are themselves addicted to play, but the frivolities of our seniors they call business; while, if boys take seriously what is equally serious to them, they are chidden and punished. Yet, if our masters get the worst of it in some hair-splitting disputation, they are more racked with envy and spleen than I was as a boy at losing a game of tennis.

This is not, however, meant as a plea for excusing his idleness. Though at the time he is writing he counts as idle, or worse than idle, all human learning, yet the time he wasted at school might have been employed in acquiring a command of language to be used for the glory of God.

The reasons that made Augustine like Latin and detest Greek have a pertinent bearing on a vexed question of to-day:—

I cannot even now fully explain why I hated Greek, which I was put to when quite a small boy. For I was fond of Latin—not, indeed, the rudiments, but the next stage of Latin as taught me by the so-called grammarians. The three R.'s, indeed ("ubi legere et scribere et numerare discitur"), I hated no less cordially than Greek. This loathing must be ascribed solely to corrupt human nature; for assuredly the knowledge of reading and writing is a more useful accomplishment, an actual piece of knowledge far better, than reading about the wanderings of a gentleman called Æneas, while I all the while was unconscious of my own wanderings from God; or weeping over the death of Dido, who killed herself for love, while over my own spiritual death I shed no tear. And if I was forbidden to read I would grieve at being robbed of my tale of grief—my luxury of woe. If I ask the professors whether Æneas ever came to Troy, the less learned will say they do not know, but the more enlightened will say that it is all fiction; but how the word "Æneas" should be spelt they are all agreed, since this is a matter of convention. Yet in my folly I preferred fiction to useful fact. I hated the jingle of "twice two is four," and all my delight was in the wooden horse full of armed men and the burning of Troy and the pale ghost of Creusa.

But how came it that I hated my Greek readings, though they contained the same fictions? Homer has no less skill in weaving stories, and his stories are equally charming; but to the schoolboy they were wormwood. I believe that Greek boys would regard Vergil with the same feelings as I did Homer if they had to study him in the same way as I studied Homer. The difficulty—in particular, the difficulty of learning a foreign tongue—gave a bitter taste to all the honeyed draughts of Greek fiction. The words were all new to me, and I was driven to learn them by the terrors of threats and punishments. Of Latin, too, for a time—at least, in my infancy—I knew not a syllable; but, simply by paying attention, I learned the words without any fear or torture, helped by the coaxing of nurses, the encouragement of my elders, and the merriment provoked by my blunders. I learnt without any pressure or compulsion, being urged by my own instinct to give utterance to my thoughts and feelings, which I could not do without some knowledge of words. This knowledge was imparted not in lessons, but in talk; and I, in my turn, poured into the ears of the conversers what I had learnt from them. This clearly proves that, in learning a language, unfettered curiosity is a far more powerful instrument than the most punctilious discipline.

He denounces the futility of a classical education as violently as any modern professor of science, and, like Plato, he would expel the poets from his ideal commonwealth. But it is not the uselessness of such learning, but the immorality of Greek and Latin mythology, that offends him. Of the origin of Greek myths he takes the crudest view. They are the invention of wicked men who have sought thereby to justify, and even to glorify, their worst vices. An innocent observation of Cicero —"I wish that Homer, in his inventions, had transferred divine qualities to men instead of doing the reverse"—provokes his scorn.

And yet [he exclaims] men cast their children into the river of Hell, and actually pay for it in order that they may learn the elegancies of language and shine as orators and lawyers. I am not quarrelling with the words, which are, as it were, chosen vessels of great price, but at

the wine of error* which was poured into them by our drunken teachers. If we refused to drink, we were beaten, and there was no sober judge to whom we could appeal. Alas! as a boy I felt no need for such an appeal, but drank greedily, and for this was called a promising boy.

Not only was religious teaching neglected at school, but the whole tendency of their literary studies was subversive of morality. Vice was extolled if expressed in elegant terms, and the most virtuous theme was scouted if it had grammatical blunders, just as in society it is counted a worse crime to drop the *h* in *homo* than to be a homicide.

The rest of the "Confessions" do not fall within our subject; but the account of two mortal sins committed in his school-days is too characteristic to be omitted. First he tells us that he used to steal from the home larder and filch dainty bits from the table, partly from greediness and partly to bribe his schoolmates to let him share their games. Moreover, he was tempted by the love of vainglory to cheat at these games.

The other offence which weighed on his conscience, as heavily as bell-ringing did on that of Bunyan, was committed when he was sixteen.

There was a pear-tree near our vineyard laden with tempting fruit. In the company of some lewd youths, with whom I had been wantonly playing in the public square till it was dark, I proceeded at dead of night to rob the tree. We carried off whole loads of pears which we shook down from the branches—not to feast upon, though we did eat a few, but to throw to the pigs. It was done out of pure naughtiness—for the sake of doing what was forbidden.

POPULAR MISCONCEPTIONS REGARDING EDUCATION.

THE teacher who takes his work seriously must from time to time meet with numerous current beliefs which obstruct in a most effective manner the real progress of the pupils under his care. I do not refer to the parental indifference which is unfortunately so widespread, though that is, in all verity, deserving of deep consideration; but to certain positive opinions which run counter to truth and are allowed to exist without any distinct effort being made to combat them.

Nor do I intend here to deal with higher education, but simply with the elementary education of the children of the masses, which is, when all is said and done, the national education. The opinions with which I would deal are not the prejudices of the ignorant: they are the settled convictions of the sensible, and therefore the more difficult to controvert.

Foremost, by generality of tenure, is the opinion that education is subversive of the willingness on the part of the labourer for manual toil. In view of the preference evinced by the youth of certain classes for such occupations as clerking and office work generally, as opposed to such trades as masonry and joinery, we are told that our improved education is to blame—that it teaches a boy to despise the occupation which calls for stripping his coat, and instils into his mind an aversion from manual labour. Hence, we are told, our useful arts and crafts tend to fall into desuetude and disuse.

Now what are the real facts of the case? Is it not the rule that the boy who has a bent towards field labour, or a trade, follows his bent? No amount of higher education can eradicate the bent if it be real. I know a boy whose ability in mathematics bordered on genius. While yet under sixteen he wrote examination papers which drew encomiums from the Science and Art Department. His undoubted destination, by all the fitness in things educational, was Cambridge, and his ultimate position a Wranglership; yet he would not, and he is now a farmer—in all likelihood an excellent farmer.

I hold, and hold strongly, that a good education has never turned from manual toil one who was at all likely to be an effective tradesman or labourer. I grant that it does at times convert a boy who would be a poor tradesman into a mechanical quill-driver, but I deny that he is thereby elevated beyond the plane of manual toil. Our popular conceptions require revision: is there any basis for the idea that education makes children inspire too lofty ideas regarding toil? We are doubtless familiar with the novelist's successful youth who would fain forget his humble origin, but it is worth while to ask whether the type is one of even moderately frequent occurrence.

The head master who makes it his business (and he is neglecting a most important duty if he do not) to discover the destination of his leaving pupils will find, if he have a large elementary school in his charge, that the vast majority go to manual toil, while only the colourless or the brilliant do not. With the colourless pupils the destination is matter of accident; with the brilliant, of deliberate choice. The education has really made no calculable difference in the ultimate distribution of energy, though it would be sad indeed did it not definitely and very appreciably affect the amount and concentration thereof.

A second popular conception is that free education is entirely a mistake. Folks valued education more, we are told, when it cost them something. They desired the worth of their money and saw that it was secured. Now there is something insidiously specious in this doctrine; it comes naturally from that charming soul the "laudator temporis acti." But is it borne out by facts? In the good old days of fee paying, parental indifference was quite as general as it is now, and children were removed from school at the earliest possible moment with greater uniformity than is now observed. The number of children who derived real benefit from school life was very much smaller then than it is now, and the gain to the nation must be obvious. The anxious parent has not laid aside his zeal, nor, we much fear, has the indifferent much altered his attitude, with the advent of free education. Furthermore, the number of exponents of this doctrine who are themselves no longer directly interested in children's education is strikingly large. They fail to see any justice in the fact that they pay rates which go to educate the children of others. The poor they support without a murmur, miscellaneous taxes from which they reap no personal benefit they suffer with their withers unwrung, but other people's children!—what a sting is in the word! Thus far is education a truly national concern. And who are to blame? I leave the question with my readers.

I come now to a prevailing idea which is more distinctly personal—to wit, the belief that the teacher is in some mysterious way the natural enemy of parent and child alike. Let me illustrate by an anecdote which is not apocryphal. In a town school an unruly urchin has received well merited castigation for an attempt to kick one of the lady teachers. The irate parent appears. Head Master *loquitur:* "Now is it not a disgraceful thing for a boy to try to kick a lady?"—Irate Parent (moodily): "That's quite true; he has no right to lift his foot to a lady, but a *teacher's different.*"

I believe this spirit is dying; yet it dies hard. The brighter atmosphere of schools has been its death-blow, for the child no longer regards "passive resistance" as his normal attitude, and he no longer has any reason to paint his instructor in the lurid colours of Dante's Inferno. The average teacher, too, is rather more of a man and less of a machine than he was a decade ago. Physical education is playing its part here. The boy has all the more respect for a teacher whom he finds capable of enjoying a game of cricket or football, and a healthier tone in school life very rapidly kills the old spirit of opposition.

Time alone, and saner methods in education, will kill these old beliefs, yet they do indeed die hard. The average ratepayer stands aghast when he beholds the well equipped and palatial schools of to-day, and he cherishes the fond belief that the old, ill-equipped insanitary hovels that did duty in his childhood turned out finer men. If they did, it was but by survival of the fittest; the weaker went to the wall, or were launched on life *minus* even a semblance of learning. To-day, as is natural in an advancing civilization, the weak are cared for by the strong, and all alike have the opportunity. The "lad o' pairts" still comes to the front, but his slower brother no longer is stagnant in the mire.

We are still far from what we may one day be, but he cannot but be hopeful who ponders on these old misconceptions, and compares the system that gave them birth with the one that prevails to-day.

W. R.

* It is probably to this passage that Bacon refers in "Essay II.": "One of the Fathers, in great severity, called poesy *vinum daemonum.*"

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REVIEWS AND MINOR NOTICES.

Quintin Hogg: a Biography. By ETHEL HOGG. (Price 12s. 6d. net. Constable.)

No philanthropist in our day has pursued so steadily and whole-heartedly the "fallentis semita vitae" as Quintin Hogg, and, though in life he shunned notoriety as eagerly as most public benefactors now seem to court it, yet he could hardly disapprove these simple, unpretending memorials of a daughter.

The philanthropist, like the poet, is born, not made, but Eton may fairly claim a large share in the formation of Hogg's character. He gained at Eton very little book learning, and that, it would seem, mainly in the way of holiday tasks, but he developed those combinations of independence and geniality, that power of influencing others without a touch of self-assertion or dogmatism, which were his chief characteristics. Had Hogg never been at a public school he would doubtless have none the less done a great work, but he would have done it less effectively, and he would hardly have escaped a taint of priggishness.

The defect of the biography—perhaps an unavoidable one—is that it is constructed in watertight compartments. Mr. Hogg was an eminently successful business man, and was able for years to devote at least £10,000 of his income to his chief charity; yet it is not before the penultimate chapter that we learn anything about his commercial activity, and even then, though there is much interesting information about the improved methods that he invented or introduced in the plantation and manufacture of the sugar-cane, we catch but faint glimpses of the merchant at work and learn next to nothing of the sugar trade. For instance, to bounty-fed sugar there is one passing reference. The fact is that Hogg lived a dual life, and, though in an ideal biography the two parts would be dove-tailed, yet not only to the public, but to the man himself, the life of charity was so much the predominating factor that the life of business, which he valued only as supplying him with the sinews of war, is a dimly perceived background. He appears to us, like Thackeray's invention, a prince by night, by day a crossing-sweeper at the Bank.

Of his early days in the City, his experiences as an amateur shoeblack, and the Castle Street Institute the story has often been told, but never so fully and lovingly as here. The relations of Quintin with his father—a prosperous and somewhat pompous City magnate, but with a redeeming sense of humour—are delightfully portrayed—the steeple-chase in the state apartments at Carlton Gardens, Sir James's own particular brougham filled with street urchins and driven round the Park at the height of the season, and, worse than that, the street arab invited to jump in. "God bless my soul, Quintin, I will not have it." "All right, Papa; get on the box, then, Charlie." "No, no, Quintin, if I must have him, I'll have him inside."

The chapter on the Regent Street Polytechnic has had the benefit of Mr. M. E. Sadler's supervision, and the following one on the Polytechnic movement has been likewise revised by Mr. H. H. Cunynghame. Together, they form the best account we know of this movement, which has grown like the mustard-seed of the parable.

Interesting as it is, the biography is far too long, and its price is prohibitive for the readers who would be most interested in it. Such a seminal life should be widely known, and we hope that Miss Hogg and her publishers will see their way before long to give us a popular edition at half-a-crown. The chapters on travel might wholly disappear without any great loss, and also much of the correspondence. Hogg can lay no claim to be a literary artist, and his tastes in literature (see page 295) were crudely primitive. Though a delightful companion, his conversational wit (see page 289) does not bear reproduction. He was a singularly beautiful character, a true lover of men, "in wit a man, simplicity a child"; a sincere Christian, yet holding no form of creed; a born organizer of charity, yet never losing sight of the personal element. Such a life is written for our ensample, and we hope it will be widely read and copied.

The Life and Principate of the Emperor Nero. By BERNARD W. HENDERSON. (Price 10s. 6d. net. Methuen.)

Mr. Henderson is already known to a wider circle than his Oxford pupils, not only as a learned student of history, but as a brilliant writer, and this work will add greatly to his reputation It is far more solid and scholarly than Mr. Baring Gould's "Tragedy of the Caesars," the only English work with which it comes into competition.

To guard himself against the rash judgment of the irresponsible reviewer, the author is careful to state in his preface that this is no attempt to whitewash Nero. To show things in their right proportion, to eliminate, as far as possible, the personal equation, to treat of the Roman Empire and its constitution, not only of Rome itself and the idiosyncrasies of its Emperor—such is the aim of the historian; and with one large reservation we may pronounce his undertaking a success. As the title itself announces, it is, and can hardly help being, in the first instance a biography, with a constitutional history in the second plane. Now we have no quarrel with Mr. Henderson for suppressing the unedifying tittle-tattle of Suetonius, and he is fully justified in discounting the rhetoric of Flavian satirists like Juvenal, but he does (unintentionally, we are sure) leave on the reader the same impression as Macchiavelli's "Prince"—the notion that private vices may be public virtues, or, at any rate, that in a ruler private vices are negligible quantities. Does Nero murder his brother, his mother, his wife?—we are

shown the reasons of State that led to these crimes. He was, we are reminded, a creature of his times. Does he, on the other hand, scandalize his own age by robbing temples?—he was, after all, converting to public uses hidden and unproductive treasures. Does Seneca compose his lying and hypocritical letter announcing to the Senate Agrippina's death?—"Seneca's duty was undoubtedly to make the best of a bad situation"; and Dean Farrar's *saeva indignatio* against the courtier-philosopher is puffed aside with a note of interrogation—"a little flamboyant?" Even for the last scene of this tragi-comedy—the melodramatic progress through Greece, some palliation is found—how hard it must be for a born artist to merge the artist in the Emperor! We might fancy we were reading the biography of a living emperor. There is, in our view, this radical defect running through the history. Mr. Henderson has started with the undisputed premiss that the first half of Nero's principate was a time of progress and prosperity, and that after his death he was mourned in the provinces; and has sought to reconcile this fact with the axiom that a corrupt tree cannot bring forth good fruits. The explanation that he offers is that Nero was by nature gifted, not only with statesmanlike abilities, but with a kindly and beneficent temperament, corrupted and depraved only by self-indulgence and unlimited power. We are not convinced, and the traditional portraiture (with one brilliant rendering of which, by Saint-Victor, some of our readers are familiar from their efforts to reproduce it in English) seems to us not only nearer to documentary evidence, but psychologically more probable.

The historian is not bound, like a British jury, to give the prisoner the benefit of a doubt. Thus, in the case of Poppaea, Nero's immoderate grief at her death and the extravagant posthumous honours that he paid to her seem to us in no way inconsistent with his guilt. Porphyria's lover did likewise.

But it is in the principate, not the prince, that the main interest of the book lies, and we can commend without reserve the masterly account of the Arminian campaign, of the conquest of Britain, of the relations of Judaism and Christianity, and the literary criticisms of Seneca, of Lucan and Petronius. In conclusion, we may grant to Mr. Henderson that under Nero the Roman Empire grew and prospered, that the earlier years of his rule were "years of justice and of mercy, of a prudent administration and a careful policy," and at the same time maintain that the vulgar view of Nero shared by Diderot and Merivale, by Renan and Farrar, is, after all, the true view; that the credit for all that is good in his reign is due, not to the Emperor, but to his permanent officials. In this sense and this alone the vices of a prince are public virtues.

Adolescence: its Psychology and its Relations to Physiology, Anthropology, Sociology, Sex, Crime, Religion, and Education. By G. STANLEY HALL. 2 vols. (Price 31s. 6d. net. Appleton.)

The reviewer of this work should by rights be at once a philosopher, a philologist, and a pedagogue. The present reviewer can lay claim at most to the last of these qualifications. It is only because the author appeals to the lay public, and has endeavoured to "bring the subject-matter of each chapter within the reach of any intelligent reader," that he ventures to pronounce judgment on it from this point of view.

First of all, then, we are bound to utter a note of warning. Perhaps the very title is enough to show that the book is not one to order from Mudie's, or to leave on the drawing-room table, but it is also a book which is only in part intelligible without some previous training in biology. Thus, on the very first page, there are four words not to be found in the big Webster, and "psychochemic torpism," "karyonomic rejuvenation" will be puzzles even to intelligent readers. Not only have "long-tailed words in '-ority' and '-ation'" an attraction for President Hall, but he coins words as recklessly as a forger—"multiverse," "verbigerations," "artifacts," "ephebeitic" are a few specimens. Nor does the obscurity consist only in technological terms and neologisms: the style is often involved, and some sentences (partly from the faulty punctuation) are hopelessly obscure.

Especially in the study of sentiments and feelings to which experimental psychology is now tending and regarding as its next step are the results of this Cartesian neglect of lower soul-types, paralleled by Herbart's degrading concept of feeling as the friction and detritus of mutually impinging ideas and of excessive introspection, now apparent in the paucity or aridity of literature almost proverbial among students of childhood and adolescence.

To have done with our preliminary growl, split infinitives abound; there are a number of misprints, some such as "analysis" for "analogy" confusing, and it is evident that the press reader did not know Latin.

To pass from the manner to the matter. The work, as we observed at starting, can never be popular. It is a study of the nude, and some chapters are wholly pathological. We need hardly say that we fully agree with the author that such topics need the fullest investigation and discussion, and that it behoves all teachers and trainers to make themselves acquainted with the results of modern research; but the investigations themselves are for professionals, not *virginibus puerisque*.

The greater part of the book is not open to this objection, no more than the sentence we have quoted is a fair sample of the style, and we wish we could induce Dr. Stanley Hall, to whom teachers already owe so heavy a debt, to publish an expurgated and abbreviated edition that might be used as a text-book in training colleges. He is at his best when applying his generalizations to practical problems of the schoolroom and the playing ground—co-education, rival gymnastic systems, games, manual training.

The *idée mère* of the book is to apply the Darwinian method to the study of mind, to establish a new psychology on a biological basis, to study human nature in its most rudimentary forms—in animals, in primitive man, in savages, in children—to leave all *a-priori* reasonings as "barren virgins dedicate to God," and proceed wholly by observation and experiment. This is, of course, no new departure, and thousands of students are labouring in the same field, but there is, as far as we are aware, no work that can rival this in its encyclopædic knowledge, in its successful endeavour to collect and focus the vast literature that exists mainly in the form of monographs and proceedings of learned societies. Much is still in the shape of raw material, and far more problems are raised than are solved, but, if this detracts from the value of the book as a work of art and philosophy, it adds to its value as a storehouse of facts.

Foundations of Modern Europe. By EMIL REICH, Doctor Juris. (Price 5s. net. G. Bell.)

The volume has grown out of a dozen lectures delivered by the author at the University of London. It "attempts to give a short sketch of the main facts and tendencies of European history that from the year 1756 onwards have contributed to the making of the present state of politics and civilization." The object is laudable. The ability of the author, too, is undoubted, though he thinks it necessary to "assure the reader that he has not only carefully read a considerable number of the original 'sources' bearing on the period from 1756 to 1871, but has tried to acquire an intimate and personal acquaintance with the nations whose modern history he has endeavoured to trace." Unfortunately, however, he shows himself too eager for original views, especially when these can be coloured by paradox. The War of American Independence, for instance, was not "a matter pre-eminently of English or American history"; "it is in reality and *par excellence* a European, an international, event." The discontent in America did not "centre on the indignation of the colonists at the various measures of unconstitutional—or, at any rate, unwise—taxation of the American colonies proposed in turn by Grenville, Townshend, North, and, chief of all, by George III." (a curious collocation). Dr. Reich thinks "there can be little doubt that the abiding, material, and yet, prospectively at least, also ideal cause of the deep-seated antagonism of the colonials to the British Government was caused by the fatally wrong policy of the Court of St. James's with regard to the vast *Hinterland* of the colonies." And it was really the "clinching victory" of De Grasse off Cape Henry—that "naval Waterloo of the British"—that "entailed upon the British the final loss of the thirteen colonies in America." Then comes the French Revolution—"undoubtedly the most important event of modern history." What were the causes? There is "exceeding difficulty" in accounting for it; but, anyhow, "the intolerable anarchy and oppression degrading the people of France under the *ancien régime*" must no longer be blamed for the outburst. No; France had become remarkably homogeneous, so that "the mental attitude of most Frenchmen" had come to be "the same—at least, with regard

to certain fundamental principles of politics, philosophy, and society"; and "this homogeneity must, we take it, be admitted as the first and indispensable condition of the great event called the French Revolution." The Duke of Brunswick's proclamation, we are rather surprised to learn, "was replied to by the French by the so-called September massacres"—"by the mob maddened by the terror of the near extinction of France at the hands of the allies." It is hardly more startling to learn that "the victories of Wellington in the Peninsular War have been described with all the exaggeration and 'advertisement' natural in the case of smaller nations who succeed in securing a victory over a greater nation," or to be told that it was a famous utterance of Bismarck's "that history is made by blood and iron," or to listen to complacent approval of Bismarck's "Machiavellian manœuvre"—the garbled telegram that precipitated the Franco-German War. Dr. Reich's historical judgment does not commend itself to us, nor does his disjointed and discursive form of narrative.

Special Method in Geography. By CHARLES A. MCMURRY, Ph.D. New Edition, Revised and Enlarged. (7¼ × 5 in., pp. xi, 217; price 3s. net. Macmillan.)

The purpose of this book is to outline a course of study in geography from the third to the eighth grade upwards. The character and arrangement of the materials selected for each grade are discussed at length, and the methods of treating topics illustrated—thus much we learn from the preface. The course of study applies to American schools, and more particularly to schools in the State of New York, so that schools situated elsewhere will have to adapt the plan to their own region—which can readily be done. The chief points to be noted are (*a*) the gradual movement from the home outward—which is common to all plans; (*b*) the strong concentration of study, first upon North America and second upon Europe—which will have to be changed for English schools; and (*c*) the selection of types as centres for the organization of materials—which will need but little change. The points of correlation between geography and other studies are carefully marked out, and are highly valuable and suggestive. Valuable, too, is the list of books—largely American—given at the end of the volume, which will considerably help teachers in realizing the course which they may adopt. Geography is rightly defined as a study of the earth as *the home of man;* and each important subject treated should contain a central idea illustrating this point of contact between man and the physical world—his present physical, social, and industrial environment. Topics in pure science such as biology, physiography, meteorology, and in history, though each contributing a small somewhat of knowledge and interest, are (as topics in science) excluded from geography proper. Topics in the earlier stages should be simple and crude, like bulky material things; and the course of study should be so arranged that each succeeding year brings on a new set of important topics—not merely a rehash of the old ones. These are a few of the more important views which Mr. McMurry brings into his treatment of a subject of great difficulty and of great interest.

After a couple of chapters on the aim and general character of geography and on the selection and arrangement of material—both admirable and very much to the purpose—we are given one on "Home Geography Excursions," and a discussion as to what should be their subject. One or two are carefully described, and then a list of others is given from which a choice might be made. Then we pass to "type studies" of North America in the fifth and sixth grades—and very suggestive they are. Europe occupies the seventh grade, and the whole is crowned by the work of the eighth grade. Then we turn to more general topics, such as "Method in teaching Geography," "Correlation of Geography with other Studies" (a very good chapter), "Incidental Teaching," and "Types running through the Grades." This brings us to "A Course of Study fully Outlined," in which the whole matter from the third to the eighth grade is dealt with. This, with the supplementary list of books before referred to, concludes the book. Thus Mr. McMurry sets before us this subject which he has pre-eminently made his own. That he has given us much to think about cannot be denied; that he has convinced us goes without saying. But will he convince others? We hope he may. But, at any rate, he has provided us with a strong plea most eloquently set forth. It remains for teachers to do their part in buying the book and giving its contents their most careful attention. They will be amply repaid by so doing. But where are we to get the teachers who will be able to use the method with due discretion? At present we do not see them.

Ecclesia Discens: Occasional Sermons and Addresses. By ARTHUR WOLLASTON HUTTON, M.A., Rector of St. Mary-le-Bow, Cheapside. (Price 3s. Francis Griffiths.)

Though it is a collection of miscellaneous sermons and addresses preached on different occasions and at different places, a more than usually definite thread of intention runs through the modest volume to which Mr. Arthur Wollaston Hutton has given the challenging title "Ecclesia Discens." About the meanings of that title, he has much to say in more than one of the sermons it includes. We are not to understand by it that the Church has nothing to teach to its disciples and everything to learn from its critics and its enemies, but simply that, while the Church must be always teaching, so also must it be always learning. "In works on theology we are told so much about the 'ecclesia docens,' and so little about the 'ecclesia discens,'" that the idea of the Church being a learned corporation has, for the majority of Church people, dropped out.

Yet it is really a simple truth and an old one, for it is based on our Lord's own promise that the Holy Spirit should guide the Church into all truth; and it is perfectly certain that, in the course of the centuries, Christian doctrine, while remaining essentially "the faith once for all delivered to the Saints," has undergone both development and clarification, and also that this is a process that will go on until the end of time.

Mr. Hutton believes that those things which are of the essence of the faith will endure, though much that has been added to the faith in ages of comparative ignorance must be sacrificed. He tells very simply and cogently the story of his own personal experience as one who—ordained to the Anglican ministry in youth—was driven by difficulties arising out of the "Higher Criticism" to take refuge from doubt under the authority of the Roman Church, then, finding that doubt could not be silenced even by authority, went for a long period of years outside the pale of all the Churches—to return, however, a few years ago to the Anglican Church and the Anglican ministry. The personal record, given with singular simplicity and modesty, was as indispensable to the intrinsic matter of the book as are the repeated allusions to his own conversion interspersed in the Epistles of St. Paul.

The four sermons on "The Old Testament and its Critics" will be particularly welcome to readers who are still afraid to look into the books that deal with the literary history of the Bible. Mr. Hutton touches this delicate matter firmly but tenderly, as one who is concerned chiefly for the moral and spiritual edification of his hearers, though convinced that honesty is necessary. It is interesting to learn that Mr. Hutton owes the first impulse towards rehabilitation and "return" to Rietschl—all the more that he does not profess himself in any strict sense a disciple of Rietschl. The sketch of Newman's character coming at the end of the volume is valuable as the testimony of a man who knew the Cardinal intimately, loved him intensely, and yet could not altogether trust him.

Short Studies in Education in Scotland. By JOHN CLARKE, Lecturer on Education in the University of Aberdeen. (Price 3s. 6d. net. Longmans.)

The postponement of the Scotch Education Bill will give further opportunities of study of Mr. Clarke's painstaking and instructive survey of the conditions, past and present, of education in Scotland, and of his prudently tentative suggestions towards a wise and reasonably permanent settlement. Two chapters sketch the origins, constitution, and working of the existing educational bodies, and form a solid basis for a forecast of future developments. Elementary education, he says, "is fairly well organized, and in many respects highly efficient"; so that legislation does not seem necessary. In secondary education, however, "chaos reigns supreme; multiplicity of agency is aggravated by insecurity of resources"; there is no proper co-ordination with lower and higher grades; and "nothing short of legislation can clear up the question." In speaking of the relations of elementary and secondary education he brings out the curious and embarrassing fact that, while there are no secondary schools at all in the purely rural areas, it is just there that the higher instruction is most sought after; and so what is

done for the pupils has hitherto had to be done in the elementary schools. The School Board system is popular, though small Boards have unsatisfactory features; so "the policy is not to be one of abolition of the School Board, but reconstruction on new lines, the modification being very small in the case of large Boards, and very considerable in the case of small," whether the old name be retained or not. Having reviewed the position of Borough and County Councils and of the University, Mr. Clarke outlines his "New Educational Authority," with an argumentative commentary that seems sober and sensible. The details must be sought in the volume. As to analogy with England, "we could hardly have an exact parallel to the English system, even if we deliberately set ourselves to introduce it, for we have not the antecedent conditions which render it possible": church and school having been completely severed in point of control, as well as of teaching, in 1872, if not much earlier. The discussions and suggestions of this little volume are eminently worthy of attention, whether they be or be not formally accepted.

Elementary Algebra, Part I. By W. M. BAKER, M.A., and A. A. BOURNE, M.A. (Price 2s. 6d.; with Answers, 3s. G. Bell.)

The first part of this new text-book extends as far as the solution of simultaneous quadratic equations. The chief points which distinguish it from older books are the avoidance of early difficulties in theory, a slight rearrangement in the order of subjects, and the wide use of graphs. It is hardly necessary to add that it contains many sets of carefully graduated examples, for this is a characteristic of all modern text-books.

With the first point we must confess that we are not entirely in sympathy. A complete treatment of the fundamental principles is, we admit, beyond the range of young pupils; but we think that the authors defer more than is necessary to a later stage. In this first part "algebraic processes are identified with those of arithmetic." On this principle they assume that, as the symbols stand for numerical quantities, the ordinary arithmetic rules concerning vulgar fractions apply to algebra; but, in that case, it seems hardly legitimate to multiply the numerator and denominator of a fraction by -1 (page 171).

The rearrangement of the subject-matter will probably meet with a wider approval. We are glad to see examples on long multiplication and division postponed until after simple simultaneous equations, literal equations taken after and not before factors, quadratic equations after and not before square root. We should like to see the process carried a little further. An example in long multiplication, for instance, presents much less difficulty than the solution of simultaneous equations of the type $2/x+3/y=18$. Has not the time come, also, for considering the omission of certain forms of equations from elementary text-books—say, equations involving surds, and especially those of the form $x^2+2x+4\sqrt{(x^2+2x+8)}=24$?

To many teachers the space devoted to graphs will not seem too long; but it appears to us that in one way too much, and in another too little, is made of the subject. The determination of areas by means of squared paper belongs to geometry rather than to algebra. By its omission two or three pages would be saved. In our opinion, the chief value of graphs in a course of elementary algebra is the geometrical illustration which they afford of the solution of simultaneous equations, both simple and quadratic, but especially quadratic. The solution of simultaneous quadratics is generally a dull affair; but it becomes much more interesting when the meaning of each step in the process is illustrated geometrically by means of graphs.

In arranging the sets of examples there is, of course, less room for novelty; but one or two points are worthy of notice. On page 64 there are some good examples on functional notation, which are afterwards useful in discussing the remainder theorem. There are also some valuable sets on approximate roots of equations, especially of quadratic equations. These are less rare than they used to be, but we still find works in which the roots of a quadratic equation, when irrational, are invariably left in the form $a\pm\sqrt{b}$.

We have noticed above the principal points on which we differ from the authors; but we should also mention that they have kept carefully in view the difficulties of beginners; all explanations are exceedingly clear; and no pains have been spared to render the examples interesting. The six sets of revision papers will be useful. The book is well and not too closely printed.

Light and Water. By Sir MONTAGU POLLOCK. (G. Bell & Sons.)

There is a modern tendency to discourage science in connexion with art. It is insisted that, since art is primarily a matter of feeling and of observation, the attempt to bring in the light of cold reason destroys the conditions proper to art.

Students, and even children, are to attack the difficulties of representation with only the guidance given by the powers of sight, and anything due to scientific explanation of causes is to be rigidly excluded. The mere remembrance of Michael Angelo's anatomical models in wax, of Raphael's drawings, of Albert Dürer's exact studies in muscles and bones, of Leonardo da Vinci's mathematical investigations on the action of direct and reflected light, and a thousand other examples, should give these modern theorists pause.

The present volume is the work of a born teacher. The author, by a series of illustrations and careful explanations, in a most interesting fashion makes clear the conditions governing the reflection and refraction of light and colour in water. With the aid of an excellent collection of photographs from Nature, the author leaves nothing wanting to set the student examining for himself the laws which he sets out in detail. Such books by themselves could never make a landscape artist, but they prevent him making absurd mistakes, while at the same time they lead him to seek an explanation for some strange effects. The tentative suggestion (page 110) that some of these colour effects are due to unconscious mental action supplying the complementary colours to those in the view is, we think, grounded on reason. Chevreul, Church, and other authorities have shown this to be true when colours are in juxtaposition on white, black, or grey paper, and there seems little reason to doubt its truth in landscape. Besides, the most brilliant colourists depend very largely upon this fact of the power of contrast to get their finest effects.

We heartily commend the book, not only to the art student, but also to the general reader.

Colour: Harmony and Contrast. By JAMES WARD. (Chapman & Hall.)

This is another book which seeks to give intelligent explanation of artistic effects based upon a scientific consideration of the essential qualities of prismatic light. Long since Chevreul dealt exhaustively with the subject in his well known treatise, though later authorities (including the present author) differ from him in particulars. Mr. Ward shows convincingly, for instance, that the famous "tertiaries" are really due to a combination of the "secondaries" with greys. He points out the essential difference between "prismatic" primary colours—red, green, and violet—and those which are treated as such when *pigments* are concerned, when they become red, yellow, and blue. His explanation that "secondaries" by pigments, are due to the *subtraction* of all colours but those which remain seen, and not to the *addition* of colours when seen by Lambert's method, is particularly good. The importance (page 47) of harmonizing colours by reducing or increasing them to equal *tonal* value is of the utmost importance to the decorative artist. In subsequent chapters, Mr. Ward deals clearly with the contrasts of colours, both in themselves as complementaries and as values in the scale of tone—a combination not always sufficiently considered. His reference to Segantini's method of laying colours side by side in his paintings in order that each may bring out the value of its neighbour is apposite. It helps to explain the tentative difficulty that Sir Montagu Pollock refers to in his book on "Light and Water," to which we draw attention above. It occurs again in Mr. Ward's remarks on local colour (page 81).

We have not sufficient space to refer more in detail to the many interesting points raised in this carefully written and well illustrated book. The author is right in stating (page 75) that "the eye is the proper judge of colour harmonies, which are the results obtained by the exercise of the judgment and feeling of the artist or decorator." But, for all that, the careful consideration of the laws of contrast and harmony must be productive of much good to the artist. Is not the word "is" a misprint on page 78 in the "Table of Small Intervals"? If not, this table is not easy to follow. This, however, is a very small vagueness in a book written with evident thought and care.

Life and Letters of H. Taine, 1853–1870. Translated by Mrs. R. L. DEVONSHIRE. (Price 7s. 6d. net. A. Constable.)

It has been a standing puzzle to us to discover where the public is found for translations of this kind. There are thousands of well educated Englishmen who have not learnt Italian or German, and hundreds of thousands of illiterates who welcome Dumas or Boisgobey or Jules Verne in an English dress ; but the degree of culture required to appreciate Taine is hardly conceivable without an adequate knowledge of French. This speculation, however, is beside the mark, and, though we may think the labour superfluous, we willingly acknowledge that Taine has found in Mrs. Devonshire a faithful interpreter. We have not the original before us as we write, but, having read the "Letters" when they appeared, we can testify that they lose little or nothing in the English version. There are a few misprints (one confusing "his" for "is" on page 59, and "tamarind" for "tamarisk" on page 121), and once or twice we detect a Gallicism (as "monument" for "public building," "Jules Romain" for "Julio Romano") ; otherwise it does not read like a translation, and this, we take it, is the highest test of excellence. We wish that Mrs. Devonshire had been more liberal with notes, and, instead of explaining "Procureur Général," had told us the authors of "Apuleius" and "L'Amateur de Fleurs."

The interest of the "Letters" deepens with the age of the writer. The struggles of the literary aspirant are more intense than those of the *Normalien*, and the glimpses we get of Renan, Flaubert, the Goncourt brothers are flashes of light. To English readers perhaps the most interesting part of the volume is the evolution of Taine's "English Literature." It shows us the construction of the work—a number of detached monographs compiled with long research and the interstices filled in, not as a labour of love. It shows us also how, by temperament and training, Taine was incapable of appreciating the genius of Milton, of Bunyan, of Jeremy Taylor—how he came to prefer George Sand to Dickens, Théodore Rousseau to Millais, Musset to Tennyson.

Alcuin : his Life and his Work. By C. J. B. GASKOIN, M.A. (Clay & Sons.)

A biography of Alcuin necessarily involves a review of the progress of education in England during the troubled times while she was yet many kingdoms, and of the main currents of theological and political controversy which during the latter half of the eighth century engaged the interest and eloquence of Charles the Great and the leading Church dignitaries of Europe. Mr. Gaskoin's "Alcuin" is the result of a scholarly and conscientious study of the documents and authorities relating to this period, and his biography will be welcomed by students as a balanced and learned contribution to the history of these obscure first beginnings of the Middle Ages. The difficulties of research in a period so retentive of its secrets, and as yet comparatively unexplored, can be appreciated only by those who have themselves attempted it. We may feel thankful that English scholars have at last begun to emulate the example long set in Germany, of making a detailed critical study by individuals of many outstanding personalities the basis for a wide survey of an historical period. Mr. Gaskoin's book is, indeed, far less a biography of Alcuin than a history of the condition which inaugurated the age he lived in and of the movements in which it was his lot to take part, though the actual extent of his influence is difficult to estimate, and we are left in some uncertainty as to the real nature of the "Alcuinian tradition" on which Mr. Gaskoin lays much stress. He emphasizes the fact that Alcuin's part in these movements was neither that of initiator, controller, nor seer. "He clung," says his biographer, "almost timidly to the beaten track, and never in any respect advanced beyond his age." Hardly the temper of a hero, it is true, yet Alcuin's conservatism was not prompted by cowardice or indolence ; it was combined with a rare enthusiasm, which transformed it into a quality of greatest service to his time. Intellectually, he seems to have been of middle stature ; so indeed we are compelled to infer from his controversial treatises in theology, which Mr. Gaskoin examines in careful detail ; but his biographer has to account for the fact that, as Master of Charlemagne's Palace School, he held a place of foremost responsibility in the court of Europe's greatest monarch ; that he was no mere creature of the great Charles, but his teacher and trusted counsellor and envoy. Among the best chapters in the book is that which treats of the revival of letters among the Franks, and Alcuin's tenure of office under Charles ; and it is here that we find the reason for Charles's choice of him best defined. "In Alcuin were united all the qualifications, so difficult to find in combination, which Charles desired, and which, perhaps, he had almost despaired of finding. A man of Teutonic race, learned with a learning far above the level of the age, a born teacher, a devotee of teaching, pupil and master in turn of the greatest school in Europe ; sober, methodical, orthodox, and conservative ; imbued, above all, with the profoundest respect and admiration for Charles himself, and the completest sympathy with his ecclesiastical and literary aspirations, he was the ideal scholar for Charles's purposes." His personal power must have been great, despite his lack of originality; but his biographer has not altogether succeeeded in making us feel this power, though assuring us repeatedly of its presence. This is certainly a flaw in the biography of a man whose strength resided in his personal charm and moral tenacity rather than in his intellectual achievements or creative power. We cannot help regretting that we are left without a single quotation from the letters and poems which the biographer tells us "reveal a deep and sympathetic love of Nature and a keen delight in all her beauties." These precious letters and poems which he has withheld from us might have revealed the secret of Alcuin's power. We feel throughout a certain lack of vitalizing power in Mr. Gaskoin's portraiture of individuals, and are tempted to suspect that they were less interesting to him than the movements in which they played a part ; among these he moves with admirable ease and security. His book, though not, perhaps, sufficiently effective in style to attract the general reader, will be welcomed by the student as a really valuable contribution. He has succeeded in covering in a small compass a large area of history, and in tracing the general tendencies of a tangled time with directness and precision. The bibliography is an important addition to the book.

Old-Time Schools and School Books. By CLIFTON JOHNSON. With many Illustrations collected by the AUTHOR. (Macmillan.)

Since the publication of the Mosely Commission Report in this country, much interest has been taken in the subject of American education. Mr. Clifton Johnson, the author of that delightful romance "Among English Hedgerows," now gives us a bright and interesting account of American schools and school books. He starts from the very beginning of things—when the town of Boston was divided into sections, each under a "select-man" responsible for the education of each family within his radius. He carries us back to the days when the master was paid in produce—two-thirds wheat and one-third corn ; when one of his chief duties was to make and mend quill pens for his scholars. This being the case, it is not surprising to learn that the masters of these early days were men of no capacity or education, but often appointed for want of a better occupation. Aided by the "hornbook," already described to English readers by Mr. Andrew Tuer, the early schoolmaster taught his pupils the Lord's Prayer and other religious precepts that formed so large a part of early education in America. The whole atmosphere seems to have been saturated with religious forms, services, ideas, and language. To thwart the "ould deluder Sathan" from taking possession of every youthful soul was the first duty of ministers and teachers. The account of primary readers is most interesting. The first, published in 1802, contained a selection of moral lessons "calculated to strike a lasting impression on the tender minds of children." With the development of national life and dissensions on the subject of religious doctrine, the steady theological diet of the past was no longer satisfying, and the advanced readers supply a series of anecdotes on more varied subjects. Geography was considered a "diversion for a winter's evening"—an accomplishment rather than a necessary part of a child's education. Indeed, the first American geography, by Jedediah Morse, is a truly strange fiction. It is interesting to note that no history was taken in the schools till late in the nineteenth century, when short histories of the United States were issued. Those interested in the evolution of education at home and abroad will find the book at once interesting and entertaining.

The Tragedies of Sophocles. Translated into English Prose by Sir RICHARD C. JEBB. (Price 5s. net. Cambridge University Press.)

Many readers, non-classical as well as classical, will be glad to have in a single volume these translations now distributed over seven. In judging them it must be borne in mind that they were written as a running commentary ; the primary object of the translator is profit, not delight ; to give the full and exact force of every word and phrase, rhythm and euphony being minor considerations. To put it coarsely, they are a crib, but it is marvellous how rarely in an ideal crib our ear or *Sprachgefühl* is offended. It is interesting in this connexion to compare the work of the greatest living Greek scholar in Germany, which is unfettered by this limitation.

Jebb.—"Tell me, then, thou venerable old man—since it is thy natural part to speak for them—in what mood are ye placed here, with what dread or what desire ? Be sure that I would gladly give all aid ; hard of heart were I did I not pity such suppliants as these."

Wilamowitz-Möllendorff.—

"Sprich, Greiss, denn schicklich führest du das Wort,
Was treibt euch zu dem Bittgang ? Fürchtet ihr
Zukünft'ges, oder schreckt euch Gegenwärt'ges ?
Was es auch sei, ihr könnt euch meines Beistands
Getrösten ; ganz gefühllos müsst' ich sein,
Wenn dieses Schauspiel mich nicht rühren wollte."

Chambers's Latin Dictionary: *Latin-English and English-Latin.* (Price 2s. net.)

The first feature to notice in this dictionary is its wonderful cheapness—365 double-column closely printed pages and a stout cloth binding. The marks of distinction claimed by the anonymous compiler are (1) completeness of vocabulary; (2) careful marking of quantities; (3) full etymologies. Claims (1) and (2) we can generally endorse, though the list of authors named in the preface—which includes Justin and Eutropius, and excludes Lucretius and Catullus—is curiously eclectic. As to (3) we hold that etymologies are out of place in an elementary dictionary, and a single entry—*coelum*, *κοῖλος*—will suffice to show that in this respect the work is not up to date. Turning to the English-Latin part, we may well complain that completeness is here a defect. The thousand and one English words for which there is no Latin equivalent should, we hold, be excluded. We happened to turn out the word "manœuvres" to see whether the right word, *artificia*, was given. There is no "manœuvres"; but we find on the same page "manse," "margrave," "mark" (the coin), "mantua maker," "marmalade," "letters of marque," "marquess." "Cui bono?" we ask. Certainly not the schoolboy's who is learning Latin prose.

"Oxford Modern French Series." Edited by LEON DELBOS.—(1) *Chateaubriand, Mémoires d'outre-Tombe* (1814–1815). Edited by LOUIS SERS. (2) *Lamartine, Deux Héroines de la Révolution Française*. Edited by MARY BENTINCK SMITH. (3) *Balzac, La Vendetta et Pierre Grassou*. Edited by MARIE PÉCHINET. (4) *Alphonse Kerr, Voyage autour de mon Jardin*. Edited by S. G. HALLAM. (Frowde).

These volumes successfully carry out the aim of the general editor "to provide selections from the best foreign literature of the nineteenth century." All, in different degrees, are well worth reading in class by "students who have advanced some little way in their knowledge of the French language"; but we should like some clearer indication of the stage for which they are severally intended. Thus, the first two in our list would serve for a sixth form, the third for a fifth, and the fourth for a fourth. There is, too, a want of uniformity in the annotations, and each editor has been allowed to go his own way.

In (1) the notes err by defect. There is an analysis of Chateaubriand's life; but the points that would interest an English schoolboy —that he was a *Mossieu* in England, that he sold the "Mémoires" for £10,000 to a company—are missed. On page 11 the references to Mackintosh and Sheridan cry for notes. There are, too, some sins of commission: "C'est à vous, mon Esprit, à *qui* je veux parler" is not a grammatical mistake; "Il y a cause de mort" does not mean "There is enough to cause death," but "is a capital offence"; "Témoin ces paroles" is not an adverbial use of *témoin*. These are the exceptions, and generally the book is well edited.

In (2) the notes are wholly historical, and Miss Bentinck Smith is a safe guide. She is, perhaps, inclined to accept too credulously Lamartine's idealized portrait of Madame Roland; but her unexpurgated "Mémoires" and "L'Affaire Buyot" are not topics for boys and girls. Nor, for that matter, is Huysman's (not "Huysmans'") "En Route," to which the pupil is referred. "The meanest flower that *springs*" is a slip of the pen or memory.

(3) "La Vendetta" is a powerful novelette, too tragic, perhaps, its ending to fit it for a class-book. The introduction on Balzac is not illuminative: "He had married shortly before his death Mme. Hanska, one of his oldest friends." *Voilà tout!* There are some serious blunders in the notes: "*L'officier objecta les lois de la consigne*," "The officer objected against that that the orders were binding"; "*L'aigle impériale*, the arms of the Austrian Empire, an eagle with two heads" (*i.e.*, of the hero, an officer in Napoleon's army!). "*Timeo Danaos et dona ferentes*," "I fear the Greeks and those who bring gifts."

(4), as far as notes go, is on a far lower level. The notes are mainly construes of words and phrases. Surely "students who have advanced some little way" need not be informed that *bon marché* means "cheap"; *garçon*, "bachelor"; "*amateur*, one who takes up a pursuit for the love of it, not as a profession, Lat., *amo*"; and so on *ad nauseam*. There are, moreover, several distinct howlers—*e.g.*, the translation of page 10, line 19, and page 62, line 7, where St. Augustine of the "Confessions" is confounded with the first Archbishop of Canterbury. What can M. Delbos or the press reader have been about to let such *fautes d'écolier* pass?

Le Voyage de Monsieur Perrichon. Edited by GEORGE PETILLEAU. New Edition. (Hachette.)

M. Petilleau, in one of his prefaces to this play, expounds the resolution that he proposed at a Congress of the French Professors—"Examinations ought to turn exclusively upon modern French," and he denounces in particular "the archæological mysteries of the 'Chanson de Roland' and other philological crack-jaws," which should be banished from the school-room. The proposition seems to us too broadly stated, but we accept it with an added *vœu*—that M. Petilleau would practise what he preaches. The notes to this edition swarm with derivations, many of them wrong, more uncertain, and all —or nearly all, according to his own showing—superfluous. Space alone prevents us from proving every word of our contention; we must content ourselves with samples. Page 1: "*Gare*, etym. Germ. *wâron*. Comp. the English 'beware.'" *Wâron* is not German, and "ware" is English. What is the use of the derivation unless the connexion with "a railway terminus" is pointed out? "*Guichet*, Germ. *vicket*. Comp. the English 'wicket,' a diminutive of *huis*, a door or gate." Comment here is superfluous. *Bureau* is not from Lat. *burra*, but from Low Lat. *bura*. These are all on the first page! Under *fiacre*, "The first Hackney carriages were used in London ever since 1625." What does this mean? "*Éclaubousse*, etym. unknown. Littré thinks the word comes from *escafer*. Larousse gives the derivation: *Éclat de boue*." Can anything be more absurd than inflicting on schoolboys wild shots of philologists when the derivation is unknown? "*Gourmand*, etym. not known. Comp. the Irish 'gioramen' and the Gaelic 'gormodi.'" In the same note the philological connexion of *gourmand* and *gourmet* is discussed, but of the difference of meaning not a word. *Drôle* is derived from the English "droll," *chausson* from *calceare*, *casserole* from Low Lat. *caza*, *tapis* from Lat. *Tapeta*. The play is admirably fitted for a short reader and for teaching colloquial French. M. Petilleau, as he is careful to inform us by affixing the letter of the French publishers, has acquired exclusive rights of publication in England. Is it too much to ask of him that in the next edition he will make a clean sweep of all this philological rubbish? He might at the same time revise his geography of Switzerland, which is on a par with that of Monsieur Perrichon.

Preliminary French. A Graded Reader for Beginners. By W. B. SNOW and C. P. LEBON. (Harrap.)

Some well chosen little stories of the type of "Tom Thumb" followed by *questionnaires* and exercises founded on the Reader. Hölzel pictures are not the one way of salvation, and the book is well worth a trial.

Mathematical Problem Papers. Compiled and arranged by the Rev. E. M. RADFORD, M.A. (Price 4s. 6d. Cambridge University Press.)

Among the crowd of mathematical text-books that have been published during the last year, few form so valuable an addition to the teacher's library as the work before us. Only they who have had to write their own problem papers can realize the labour that must have been expended in its preparation, for the 1,200 problems here collected are no doubt the best of a much larger series. The book is intended chiefly for the use of candidates for mathematical entrance scholarships at Oxford or Cambridge, and is divided into two parts, each containing fifty papers. In the first part the subjects dealt with are pure geometry (including geometrical conics), algebra, trigonometry, analytical conics and elementary mechanics; in the second part theory of equations and differential calculus are added. Each paper consists of twelve problems, a large number of which are published for the first time, the remainder being taken from papers set in various University and college examinations, but not in those for entrance scholarships. The value of a mathematical problem depends very largely on the number of theorems involved in its solution. Take, in illustration, the following problems selected almost at random from Mr. Radford's pages:—(1) "O is the orthocentre of a triangle ABC, and K, L, M its images in the sides. Show that the triangle KLM has the same circumcentre as ABC." (2) If $\sin^2 A + \sin^2 B + \sin^2 C = 1$, prove that the circumcircle of the triangle ABC cuts the nine-point circle orthogonally." The first follows at once from the single well known property that the points K, L, M lie on the circumcircle of the triangle ABC; the second requires the knowledge of the condition of the orthogonal section of two circles, the relation between the radii of the circumcircle and nine-points circle of a triangle, the bisection of the line joining the circumcentre and orthocentre by the nine-points centre, and the formula for the distance between the circumcentre and orthocentre, as well as the transformation from $2\cos A \cos B \cos C = -1$ to the condition given in the problem. The great majority of Mr. Radford's problems belong to the latter class, and it is this characteristic which renders them so full of interest and so valuable as a means of training. The student who works completely through this book will find that he has made use, at one time or another, of nearly every theorem that he has read.

Longmans' Senior Arithmetic for Schools and Colleges. By T. F. G. DEXTER, B.A., B.Sc., and A. H. GARLICK, B.A. (Price 4s. 6d.)

The authors of this book have spared no trouble in making it a complete guide for nearly every examination in this country. The theory is carefully attended to. The exercises in the text are formed almost entirely of examination questions, selected from about thirty different sets of papers, and afterwards classified according to recognized types, and graduated in order of difficulty. Besides these, there are test papers for class use, and miscellaneous examples for final revision; and we agree with the authors when they state that "the student who can work them need fear little in the way of ordinary arithmetic." For use in secondary schools, however, the book includes too much. In cube root and recurring decimals we may now be con-

tent with the elements. Chain rule might disappear altogether without loss. Training in accuracy can be gained in other and more useful ways than working long complex and continued fractions, and problems lose a great part of their value as soon as they are classified. No oral exercises are given, the authors being sceptical as to the value of printed sets; but, while it is no doubt better for the teacher to prepare his own, it must be remembered that this involves some loss of time, and also tries the memory of the pupils, whose whole attention should be given to the mental working. To be effective, oral work must be brisk.

(1) *A New Trigonometry for Schools.* Part I. By W. G. BORCHARDT, M.A., B.Sc., and the Rev. A. D. PERROTT, M.A. (Price 2s. Bell. (2) *The Elements of Plane Trigonometry.* By R. LACHLAN, Sc.D., and W. C. FLETCHER, M.A. (Price 2s. E. Arnold.)

(1) This is a good introduction to elementary trigonometry. Prompted by the recent reform in the teaching of school mathematics, attention is directed in the first place to the practical side of the subject; artificial problems and difficult identities are omitted altogether, while the functions of compound angles are taken last. Stress is, of course, laid on the graphical determination of circular functions, and an account is given of Perry and Edser's method of obtaining a simple table of common logarithms. In a period of transition it may still be advisable to retain, as the authors do, the functions of 30°, 45°, and 60°, but the centesimal measurement of angles and examples on its connexion with the sexagesimal system might now be regarded as a thing of the past.

(2) A good deal, perhaps too much, is comprised in this little book of about 150 pages, for the ground covered by it extends to de Moivre's theorem and the exponential values of the sine and cosine. Some space is saved by beginning at once with circular measure and angles of any magnitude. Points deserving of notice are the early use of projections and the full discussion of submultiple angles. No proof is given of the formula for the area of a circle. That which is usually found in text-books depends on the limits of $\sin\theta/\theta$ and $\tan\theta/\theta$, when θ is indefinitely diminished. The authors' proof of the inequality of $\sin\theta$, θ, and $\tan\theta$ makes use of the area of a sector of a circle. Even if they are not unconsciously reasoning in a circle, the assumption made should have been clearly stated.

An Algebra for Junior Forms. By R. B. MORGAN, B.Litt., L.C.P. (Price 1s. 6d. Relfe.)

The plan of this book is its strongest point. Multiplication and division, when the multiplier or divisor is a compound expression, are postponed until after the solution of simultaneous equations, and graphs are introduced at an early stage. Some of the explanations are clearly given; others are marred by mistakes. For instance, the truth of an identity is not proved by substituting particular values for the same letter on both sides of the identity (page 38), and an algebraical fraction has not the same meaning as an arithmetical fraction (page 126).

MISCELLANEOUS EXERCISES IN ARITHMETIC.

We have received several collections of exercises in arithmetic. The third part of Miss C. M. Taylor's *Exercises in Arithmetic* (price 1s. 6d., E. Arnold) includes examples on area and volume, decimals with approximate methods, practice, proportion, and questions involving proportion (profit and loss, interest, discount, &c.). The recommendations made in the report of the Mathematical Association, so far as they relate to arithmetic, are closely followed. The examples are easy and—especially those of a practical character—useful. *Pitman's Scheme A Arithmetic*, Book VII., by W. H. Higden (price 1s. 3d.), contains some good examples. The answers are printed in purple ink. In *Macmillan's Picture Arithmetic*, Book I. (price 3d.), are reproduced various pictures from the "Globe Geography Readers," and each is followed by three sets of exercises on the first four rules. There is, for example, a picture of a bridge with a church in the distance, and the first two examples on this subject are: "(1) The road is 57 feet wide. How many stones 3 feet wide will reach across it? (2) The church is 2½ miles from the bridge. If 86 tons of stone are put on every mile of road, how many tons will be wanted for the road from the bridge to the church?" *Arnold's Number Lessons* are in six books; the pupil's books (total price 1s. 3d.) contain examples, the teacher's books (total price 2s. 6d.) explanations and answers. Of *McDougall's Term Arithmetic Test Cards* (Scheme B) we have received those for Classes III., IV., and V. (price 1s. each). The cards for each class are thirty-six in number, and on each card are examples for three terms and for promotion tests. If the only object of the compilers is to encourage accurate working, they ought to be successful.

Elements of English Composition. Designed for use in Secondary Schools. By TULEY FRANCIS HUNTINGDON, A.M. (7½ × 5 in., pp. xxvii, 373; price 3s. 6d. Macmillan.)

Mr. Huntingdon has evidently had much experience in secondary schools—high schools, as they are termed in the States—and his book supplies an excellent course of English composition from about the age of ten or eleven to the time of leaving school. Its key-note is that the teacher's task in work of this kind is to establish in his pupils *habits* of writing rather than *rules* of writing. With this aim the first matter for the pupil to deal with is the choice of a subject—something about which the pupil himself or herself knows somewhat and is interested in and about which he or she has reason to believe that another, or others, would like to hear and would find interesting. Much sound guidance and material are provided for work of this kind. Next, the pupil limits what he has chosen to his present purpose; then he gathers his material, selects from this, and arranges what he has selected. He may now rapidly write what he has got to say. Having done this, he will proceed to revise his paragraphs, remodelling such sentences as need remodelling and improving his diction. The book thus arranges itself as follows:—Part I., Planning and Writing, with its chapters on the Whole Composition and the Paragraph; Part II., Planning, Writing, and Rewriting, with chapters on the Sentence and on Words—both admirable and the second specially so; lastly, Part III., Kinds of Writing, with chapters on Letter Writing, Narration, Description, and Explanation and Argument—the second and third being unusually helpful and interesting. There follows an appendix on "How to prepare School Manuscripts" and "How to punctuate." And, last of all, we are given a full index. We may mention a few other general characteristics. As far as possible formal rhetoric and formal grammar are excluded; and creative work comes before critical work. The great thing is, first, to start the pupil writing, simply, naturally, and with pleasure in so doing; every effort is made to bring out the pupil's individuality; use is made of his social instincts—he must constantly keep before his mind how what he writes will affect his fellow-pupils and interest them. The paragraph is made the basis of the written composition, treated first singly and then in relation to other paragraphs and the whole composition; "helps to study" are given from time to time, and the illustrative selections and exercises are well chosen, varied, and abundant, the exercises being so set that every teacher can select from them and adapt them to just the needs of his or her own particular pupils. The book, as we have said, is excellent, and we heartily recommend it. Teachers of English composition will find its general plan of work and its well chosen illustrative passages both helpful and interesting.

Dictionary of Quotations (Contemporary English). By HELENA SWAN. (Price 7s. 6d. Sonnenschein.)

This "Dictionary" is limited to poetical quotations, the *terminus a quo* being 1850, a limitation not indicated by the title. To give all, or even a majority, of "jewels five words long" from recent poets and to present this in such a form that they can be easily found is a Herculean task, and we readily concede the indulgence that the editor craves for a compiler who is breaking new ground. What to include must be largely a matter of taste, and we cannot reasonably complain if we find some of our favourite poets and pet passages omitted. Yet we must confess that on starting we are taken aback by finding no reference in the index to Coventry Patmore or George Meredith, while Owen Meredith and the Poet Laureate have several pages between them. When we turn from grave to gay the omissions are no less startling. Lowell and Calverley are fairly represented, but Thackeray and O. W. Holmes are absent; and the best living writers of humorous verse, Mr. A. Godley and Mr. Owen Seaman, are unknown. Again, we look for the most famous and most familiar modern tags—

"Where the Rudyards cease from kipling";
"This is the faith (let no man chuckle)
Of the great thinker, Henry Buckle";
"The land that has one Kant with a *K*,
And many Cants with a *C*";
"The Rupert of debate";
"Spare, O spare, our old nobility!";
"The night has a thousand eyes";
"And I not there, and I not there"

—and we look in vain. The quotations are classed by subject or by catch-word, a much better arrangement than that adopted in some earlier volumes of the series by the alphabetical order of the first word, but Ariadne's clue is not easy to discover. Who would think of looking under "Evening" for Clough's lines: "And not by Eastern windows only"? So we look in vain under "Byron," "Goethe," "Sophocles" to find the familiar lines: "The pageant of a bleeding heart"; "He put his finger on the place"; "Who saw life steadily." We may have been unfortunate, and, on further investigation, we find quotations from "Owen Seaman" (it is not a pseudonym); but of one thing we are convinced—half the quotations are not worthy of admittance.

"Regional Geography."—*The British Isles.* By J. B. REYNOLDS, B.A. (8½ × 5½ in., pp. 128, illustrated; price 2s. A. & C. Black.)

The illustrations, which form a marked feature of this little book, are excellent; the larger ones measure 7½ × 4½ in., and the smaller ones about 3 × 4 in. These, and the diagrams of the earlier part of the book, are restricted to the right-hand pages; the left-hand are occupied with letterpress. Miss Reynolds has shown excellent judgment in her

(*Continued on page 798.*)

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choice of features and scenes of which to speak. After some twenty-five pages dealing with such matters as climate, rainfall, distribution of population, &c., she passes to consider the main characteristics of Scotland, of England, of Wales, of the Isle of Man, of the Channel Islands, and then of Ireland. The book closes with a brief section on "Industry and Commerce." Altogether it is an excellent piece of work, and will do much to set the study of geography in the right way. In the first part of the book a statement of the most fundamental physical principles is given, and their bearing on the scenery and the lives of the inhabitants. In the second part the country, divided into natural regions, is described and illustrated. This is what we need, and it is well done.

"Murray's Primers."—*The Use of Words.* By GEORGINA KINNEAR. (Price 1s. John Murray.)

This little book is well intentioned, but not always well executed. Grammarians are strange folk. We are told that they divide all words into nouns, verbs, and particles. Subsequently we come across such strange wild-fowl as "adjective nouns," "adverbial pronouns," and the rest. The "article" reappears, and verbs have "potential moods" and so on. But, apart from all this, the little book has much in it that is sensible and is worth preserving. But then it must first purge itself of the rest, and must, in particular, give up foisting its peculiar nomenclature on mysterious grammarians. As it stands it will help no one, but is certain to make confusion worse confounded.

Macaulay's Lives of Goldsmith and Johnson. Edited, with Introduction and Notes, by IVOR B. JOHN, M.A. (Price 1s. A. & C. Black.)

This is a reprint of Macaulay's well known contributions to the "Encyclopædia Britannica." Mr. John has added a brief introduction dealing with the lives of Goldsmith and Johnson, and a few notes explanatory of the text.

A Country Reader. II. By H. B. M. BUCHANAN, B.A. With Illustrations. (Price 1s. 2d.) *A Senior Country Reader.* III. By the same. With 143 Illustrations. (Price 2s.) (Macmillan.)

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"Macmillan's English Classics." — *Tales from Shakespeare.* By CHARLES and MARY LAMB. With Introduction and Notes by C. D. PUNCHARD, B.A. (6¾ × 4¾ in., pp. xxxi, 160; price 1s. 6d. Macmillan.)

Mr. Punchard has chosen four tragedies and four comedies to set before young learners, and has provided just such help in notes and introductions as is generally thought necessary. We do not think, however, that "King Lear" and "Othello"—even when carefully bowdlerized by Charles Lamb—are stories particularly well fitted for young learners; nor do we see that they will be much helped by a short sketch of the lives of Charles and Mary. Otherwise the book is acceptable. It is well printed and neatly bound, and the notes are simple, to the point, and for the most part of the right kind.

Everyday English. By JEAN SHERWOOD RANKIN. Book I.: *Language Lessons for Intermediate Grades.* (7½ × 5½ in., pp. 232; price 2s.) Book II.: *Language Lessons for Grammar Grades.* (Same size, pp. 342; price 2s. 6d.) (Educational Publishing Company).

This is a well thought-out and carefully arranged attempt to teach English without any direct reference to grammar, but by studying the writings of good authors from every other standpoint. The method seems a good one, and the difficulties are taken singly. There can be no doubt that in the teaching of English a great deal more is made of grammar than can be of any use to any one, and that a great deal more has to be taught than can be called grammar in any sense. But whether we can do without grammar at all is another question. Mrs. Rankin says we can and should do so, and her books are excellent attempts to show that she is right.

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(1) *David Copperfield.* By CHARLES DICKENS. (Pp. xxxviii, 533.) (2) *A Tale of Two Cities.* By CHARLES DICKENS. Student's Edition. (Pp. xxxi, 220.) (Each 7¼ × 4¾; price 1s. net. Chapman & Hall.)

Supplied with biographical introduction, notes, and principal incidents, and analytical list of characters by Mr. Arthur Waugh, these are two volumes of a cheap edition of Dickens for those who desire to study the great teller of stories. They are neatly bound, but not particularly well printed. They are wonderfully cheap, however, and may well serve their purpose. The biographical introductions are all that they need be.

"Macmillan's Geographical Series."—*India, Burma, and Ceylon.* By HENRY F. BLANDFORD. Second Edition, Revised. (Price 2s. 6d. Macmillan.)

In the course of the twelve years that have elapsed since the first edition of this work important changes have taken place with regard to Indian geography. This revised edition treats of the new province formed from the Punjab and frontier districts, and of the freshly surveyed and defined frontiers of Beluchistan and Burma. There is a good map at the beginning of the book, but it is to be regretted that there is no index.

An Old English Grammar. By EDUARD SIEVERS. Translated and edited by ALBERT S. COOK. (Price 4s. 6d. Ginn & Co.)

We are glad to welcome a third edition of Sievers's "Old English Grammar," through the medium of Mr. Cook's translation and able editorship. This new edition—the German original of which appeared in 1898, does not differ materially from the previous one, the changes made being those of rectifying and expanding the existing text rather than any fundamental modification. The editor notes in his preface that the principles of his translation also remain unchanged. He has added one or two notes on difficult points and the title of the publication subsequent to the issue of the German edition.

The New Code, 1904. N.U.T. Edition. Edited by J. H. YOXALL and ERNEST GRAY. (Price 1s. net. Educational Supply Association.)

This useful annual gives much more than the title announces. Thus we find text of Education Acts, 1902 and 1903, Regulations for Secondary Schools, and the various minutes of the Board of Education.

Press Work for Women. By FRANCES H. LOW. (Price 1s. net. Upcott Gill.)

A useful, but depressing, little manual. Miss Low gives at first hand the experience of herself and friends, and calculates in pounds and dollars (there is a joint New York publisher) what are the reasonable prospects of a press-woman. But, given the answer £100 a year, is the game worth the candle? Could anything save the pinch of hunger drive a self-respecting woman deliberately to "study the conventional tales to be found in dozens of provincial journals" in order to turn out to order "the domestic tale with love incidents and mild melodrama" which, we are informed, "is perennially in fashion"?

Smalilou. By J. H. YOXALL, M.P. (Price 6s. Hutchinson.)

Mr. Yoxall in novel writing is an ὀψιμάθης, but perhaps for that very reason he advances by leaps and bounds, and this novel is, in our opinion, miles ahead of "The Rommany Stone." The story is again of gypsies, and the heroine is a gypsy-bred Christian child, the main psychological interest turning on struggle between nature and nurture. The peripety of the plot is the same situation as in "Measure for Measure," but the colours are toned down so as not to offend modern taste. The narrative is in the form of letters by one Humphry Benyon, barrister and gentleman, addressed to his nephew *anno* 1770. Letters they are not in any sense of the word, and the occasional interjections of "my nephew" are meaningless. This flaw in the machinery does not interfere with the plot, which is well contrived, or with the style, which has a pleasant flavour of archaism, free from a suspicion of Wardour Street.

The Twentieth Century Atlas of Popular Astronomy. By THOMAS HEATH. (Price 7s. 6d. W. & A. K. Johnston.)

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OCCASIONAL NOTES.

THE action of the Board of Education in circulating for criticism the School Examination Scheme of the Consultative Committee clearly showed that the Board felt itself either unable or unwilling to carry out the proposals. The proposals in themselves are excellent, and have already been approved by two of the teaching bodies consulted—the Teachers' Guild and the Assistant Masters. Every one admits in theory that there are too many examinations, and welcomes the suggestion to lessen the number. The difficulty is, of course, that the ground is pegged out already, and it will be a courageous Minister of Education who attempts to pull up the stakes that the Universities and other bodies have planted. But when the Board sends round for consideration in connexion with the examination scheme an advance chapter of a forthcoming volume of Special Reports, which deals with State leaving examinations in Norway, we can only see a desire to poke fun at the Consultative Committee's report. Mr. Thornton's *brochure* is an exceedingly interesting account of certain matters in Norway, which rightly finds a place in the reports of the Special Inquiry Branch. We will not suppose that the Board suggests seriously that we should adopt an examination system which appears to work excellently in Norway, but which is wholly unsuited to the conditions in England. If the Board were serious, surely it would give particulars of State examinations in other countries, notably Germany.

The School Examination Scheme.

ONE point in Mr. Thornton's report is worth attention. The classicists are never tired of Germany as an object-lesson. Thus, to take the latest instance, Dr. Chawner, in his fly-leaf on the Greek question, tells us: "In Germany the *Gymnasium* does more than hold its own against the *Realschule* and the *Realgymnasium*. In Norway the drift of public opinion has for the last quarter of a century set strongly in the other direction. In 1885 of the candidates for the *Middelskole Examen* 31 per cent. took Latin; by 1889 the classical candidates had fallen to 6·8 per cent. And in the *Examen Artium* (equivalent to the German *Abiturienten*) from 1885 to 1901 the percentage of classical candidates had dropped from 66½ to 28½ per cent. The legal enactments now in force, by which Latin, if retained at all, cannot be begun before the second year of the *Gymnasium* (average age sixteen), and Greek is removed altogether from school subjects, are only an endorsing of public opinion. It may be as well to add that we are far from recommending Norway as a model, but Mr. Thornton does well to remind us that other countries besides France and Germany have educational systems, and we may at least imitate Norway in putting the mother tongue first.

A Lesson from Norway.

WE are all inclined to sigh for a millionaire to back our pet project, and no doubt Mr. Carnegie fills his paper-baskets daily with such appeals for help. In one year, Mr. Lloyd-George told the Welsh Conference on the Training of Teachers, £14,000,000 had been given in America to education. If £500,000 could be found for Wales, the difficulties with regard to training would vanish. Very largely it is a question of funds. The Local Authorities everywhere are hesitating and suggesting further support from Imperial funds. Given the money, the Central Welsh Board and the University of Wales would have no difficulty in devising a suitable system of training. At the Conference the general opinion seemed to be that both secondary and primary teachers should undergo the same training. Sir John Gorst said "they all looked forward to the day when there would be no distinction between secondary and primary teachers." This doctrine would not meet with universal approval in England. Teachers in secondary schools are claiming, and rightly claiming, larger salaries. It can hardly be denied that the establishment of King's Scholarships for secondary teachers would tend to lower salaries. In regard to the argument that both secondary and primary teachers should have the same training, it seems sufficient, in order to reduce it to an absurdity, to suggest the inclusion of nursery governesses on the one hand and University professors on the other in one general scheme of professional training.

Training Conference in Wales.

GENERAL HUTCHINSON, in reporting to the Army Council on the recent examination of officers for promotion, finds serious fault with the education of the candidates. It is the old, old story. The examinations are in part to blame. But in saying this we do not suggest the abolition of examinations. We do suggest that in Army examinations, as in many others, the professional examiner is sometimes out of touch with the practical work and knowledge of the candidates. It is well known that officers in the Army who enter for an examination carrying promotion must seek the aid of a crammer. That seems to imply that they are obliged to work up, for examination purposes, subjects they have forgotten and which have no direct bearing on their regimental work. But the report also brings forcibly to notice defects in the school training of officers. From some points of view the work done on the Army side of a public school compares very favourably with the general

Army Examinations.

standard of intellectual work in the school. For its shortcomings, so far as they exist, the examination is again to blame. It is most difficult, if not entirely impossible, on the part of both masters and boys, when an important competitive examination is in immediate sight, to avoid catching the fever which sets the cramming of knowledge above the orderly and systematic development of the intelligence. The remedy is apparently a counsel of perfection—to organize an examination which tests intelligence, applied to the problems with which the candidate will have to deal.

Dr. Cray on Public Schools.

AT a conference organized by the Sanitary Institute and the King Alfred School Society, Dr. Gray, Head Master of Bradfield College, enunciated three educational views which have all the greater weight because they are not the natural outcome of his traditions and training. Although Dr. Gray has been for twenty years head master of a "semi-monastic" institution, he is not by any means convinced that boarding schools offer the best training for boys. The day school, he thinks, ought to offer the ideal system of education. In his opinion "it is amazing that there should still exist, in connexion with our great public schools, that hotel system under which men who ought to be wholly concerned with the mental and moral education of youth are encouraged to derive material advantage from the providing of food and lodging." Again, though Dr. Gray has been "a life-long athlete," he protests strongly against the absorption of interest on competitions of a semi-gladiatorial character. The third point is that Dr. Gray is convinced of the value of co-education. Here, indeed, are three startling reforms to apply to our "semi-monastic" schools, which still retain some of the characteristics of the ancient monastic life of study, combined with the training in feats of arms which a youth in the Middle Ages secured by becoming page in a nobleman's household. Our public schools still retain our affection. They have qualities and influences that no adverse criticism can deny; but they change less quickly than the life of the nation as a whole changes, and certainly in their ideals they are behind the best educational ideas of the day.

The Teaching of Latin.

IN the first memorandum—so far as we can recollect—that the Board of Education has issued on the teaching of Latin there is an obvious omission. No minimum number of hours per week is mentioned. This omission can easily be supplied, and we hope the inspectors will be firm in refusing to encourage those schools in which Latin is given two scanty periods a week. The rest of the memorandum is reasonable enough. The Board will lay down no rules for pronunciation; but a school must make its own choice of the various systems and stick to it. Those in doubt are advised to study the findings of the Cambridge Philological Society. The Board, again, will not fix an age for beginning the study of Latin; but the memorandum suggests a preliminary canter through easy analysis, and hints that the inspector may interfere if the boys are too young to profit by the study. Grammar alone is strongly and rightly condemned. Mr. Headlam no doubt advises from his own experience; otherwise we should have thought that in these days of easy Latin readers it would no longer be possible to find a school in which the beginners in Latin spend a term or two in learning by heart grammatical forms without either practising them in exercises or seeing them in texts. The reading book is to be the centre of instruction, and for the elder boys the study of ancient life and ancient history must not be entirely neglected.

Recognized as Efficient.

THE Board of Education will really be forced before long to define the educational terms it uses and to issue a glossary. This memorandum on the teaching of Latin states that the instructions there given only apply in second-grade boys' schools; and that they can only be applied to first-grade schools and to girls' schools with modifications. Roughly, we know what we mean when we speak of a second-grade school. But who is to decide between the inspector who says to a head master: "You must teach Latin according to these instructions" and the head master who replies: "This is a first-grade school; we sent a boy to Cambridge last year"? Then, again, we read in the instructions: "No teacher can be recognized as an efficient teacher of Latin who is not thoroughly acquainted with the structure of the more common forms of Latin verse and the general laws of quantity." What is the precise meaning of the phrase: "Recognized as an efficient teacher"? The Board has, in effect, thrown over the Teachers' Register. Are the inspectors for the future to have the power of issuing the label: "Recognized as an efficient teacher"? Eventually the Board will have to decide both as to a recognized school and a recognized teacher. In the meantime it were well to avoid in an official document *quasi*-statutory terms, into which every man can read his own connotation.

Military Training in Secondary Schools.

THE movement in favour of military training in secondary schools goes steadily on. Lord Meath is ably backed by Colonel Elliot. These two officials of the Lads' Drill Association have laid before the Secretary for War a memorandum on the subject showing what support the War Office must give if the movement is to be successful. Already, in the larger and richer schools, cadet corps are established. The difficulty arises in the smaller and poorer schools. Colonel Elliot has satisfied himself by inquiry that parents, boys, and masters in secondary schools desire to have the proposed military training. We hope, however, that it will not serve to stimulate that precocious jingoism against which Sir John Fitch uttered so grave a warning in these columns; but that on all hands it is considered necessary that the authorities at the War Office should give both moral and financial support. To avoid the expense of uniform it is now proposed that, in addition to the cadet corps, in which uniform is compulsory, there should be established a school corps of younger boys not wearing uniforms. These corps should have one carbine for each fifteen boys, and eighty rounds of "tube" ammunition per boy. The additional cost to the country would be trifling, as the annual inspection of the corps and the training of their officers will be undertaken as a labour of love by the regular officers in each district. One caution should be given. This military training must not be taken as a substitute for physical education, which should be compulsory for cadets and non-cadets alike.

Compulsory Greek.

THE Syndicate appointed by the University of Cambridge, just a year ago, to consider desirable changes in University examinations has confined its report to the Little-Go. Of course the important point is the attitude of the Syndicate towards the compulsory study of Greek. The reasonable view has been taken. The Syndicate recognizes that on the modern side boys have not time or inclination for the thorough learning of Greek; that a crammed-up minimum of knowledge is not of educational value; and that the serious study of the language is not helped by forcing it upon unwilling candidates. The con-

clusions will certainly receive a wide welcome. There can be no doubt that educational opinion is generally in favour of the proposed changes. But it is still probable that the report will be defeated by the non-resident M.A.'s, who, by a strange survival, form the real governing body of the University. Latin is still to be compulsory, and, in place of Greek, either French or German may be taken—the papers in each language including "composition." But a further concession allows a candidate, who must in any case write his Latin prose, to take the translation papers in both French and German, instead of the two papers in the one language. Other important changes are suggested; but the Syndicate does not attempt to make science a compulsory subject. We cannot quite admit the fairness of compelling the science boy to do Latin prose while the classical boy may escape all science work.

Head Masters and others on Compulsory Greek.

AN interesting fly-leaf has been issued by the Vice-Chancellor of the University of Cambridge showing the grounds on which he declined to sign the Report of the Studies and Examinations Syndicate on the Greek question. He addressed a circular letter to the 103 members of the Head Masters' Conference asking what will be the effect on the study of Greek at schools if Greek be no longer a compulsory subject at the Universities: (*a*) for Honours, (*b*) for a Pass degree. To (*a*) four-sevenths reply that Greek in schools will suffer little or nothing, but in answer to (*b*) five-sevenths hold that it would tend to make Greek an extra for the few and ultimately banish it from all but a few great schools. These statistics do not take us much forwarder, and the real interest is in the individual answers, of which an abstract is given. First we have the Irreconcilables—Dr. Warre, Dr. James, Dr. Gow. Dr. Gow writes: "The general effect would be to spoil the classical side without improving the modern." With these there is no arguing. A certain Dean when asked by a friend to preach for the Society for the Conversion of the Jews, answered: "I can't do it; they seem to me like hard-boiled eggs—nothing more to be done with them." Against them we may set the extreme left—Mr. Glazebrook; Mr. Paton; Mr. Sanderson, of Oundle; Dr. Wood, of Harrow. "Compulsory Greek," writes Mr. Sanderson, "sacrifices the many; for the benefit of the Pass Greek is of very doubtful value." Mr. Glazebrook puts it more bluntly: "Pass Greek at Cambridge is an unmitigated evil." And amid all the conflict of evidence this one fact stands out undeniable and unassailable—the *modicum* of Greek now required for Little-Go and Responsions is an imposition and an imposture. Either it must go or the Grecians must have the courage of their opinions and enforce a knowledge of Greek (not, as now, of Greek accidence) at the risk of half emptying the colleges of Oxford and Cambridge. Dr. Chawner's solution of the difficulty—the creation of a new degree carrying the academic privileges of B.A., but not necessarily leading on to an M.A.—is not an acceptable compromise. The new letters would, for some time at least, bear a stamp of inferiority like the old Oxford A.A., and modernists are not prepared to allow that a man who knows Greek is necessarily superior to a man who knows science and (let us say) English, French, and German to boot.

Dr. Owen on the Welsh Question.

A WEIGHTY and dignified reply to the Cardiff National Convention is the address of the Bishop of St. David's: better still, it is couched in such moderate language that its publication must allay rather than stir up strife. Dr. Owen shows, in the first place, that, if Mr. Lloyd-George's policy should be carried out and if, in certain areas declared defaulting, all provided schools should be closed, the Church of England in Wales will still be able to carry on its own schools. It is the children of Nonconformist parents who would suffer. The Church has been somewhat slow in making a pronouncement; but Dr. Owen has now put forward the position of the Welsh Bishops plainly and boldly. In the second place, Dr. Owen doubts the legality of the proposed plan of campaign: "its two foundations are an unsound legal theory and an unsound financial guess." The law is full of surprises, and the Bishop does not for a moment doubt Mr. Lloyd-George's sincerity and belief in the righteousness of his policy. Mr. Lloyd-George can quote legal opinion; but the Bishop comes to close quarters with him and denies his premisses. We hinted last month that signs of dissatisfaction with the Welsh national policy were beginning to show themselves. The Bishop's address will do much to increase that dissatisfaction. Welsh Councillors certainly desire to act justly. They must be very firmly convinced if they continue to defy the law. It seems possible now to say that the bubble has been pricked, and that Wales will gradually come round to obey the law as it stands, seeking its amendment only by constitutional means.

The National Society.

WE are glad to see that the National Society has not been carried off its feet by the enthusiasts who formed the Church Schools Emergency League. Intemperate speeches and wild abuse are but of transient influence. There is really nothing in Circular 512 to alarm the supporters of religious teaching. The National Society has the wit to see that religious education does not of itself include attendance at church during school hours. By all means, says the Society to the managers and trustees of Church schools, keep all the privileges you have at present, but endeavour to act without running counter to the regulations of the Local Authority, and also arrange your church services outside compulsory hours; for so will your teaching be outside the operation of the Act. The heated movement which charged the National Society with passive submission to the dictates of a Board of Education hostile to religion, and which, through its secretary, threatened Sir William Anson with the loss of his seat in Parliament, although it has been supported by so convinced and convincing an orator as Mr. Cripps, can in reality only appeal to a small section of extreme Churchmen. Had the National Society supported the Emergency League, Mr. Morant would have had an additional enemy to fight at a time when Wales demands all his attention.

Physical Culture.

IT does not seem difficult nowadays to get together a conference of notable persons. And yet these notable persons are busy people and would not willingly waste their time. Two bishops, three distinguished doctors of medicine, and the head of the Board of Education were amongst those who assembled the other day to bless the Swedish Institute that Miss Johnson has established at Clifton. But as the proceedings went on it was apparent that the blessing would be but lukewarm. Lord Londonderry was especially cautious. The upshot was a resolution that steps should be taken to form in the United Kingdom a national system of physical education, and that the proposal should be pressed on the Government and on public bodies. This is sufficiently non-committal. It may be granted that Sweden has an excellent system of physical education. Judging from the behaviour of the Japanese soldiers, we might say the same of Japan. It is admitted that Germans are well drilled in gymnastic exercises. But we naturally hesitate to

lift into England the idea of the Swedish Royal Central Institute for Physical Education. It has to be proved, first, that our own athletics are mistaken; and, secondly, that we could popularize the Swedish methods. And then the fear arises lest Government control might not destroy the life and spirit which alone make physical exercise health-giving.

The Infant Prodigy.

IT is undoubtedly true that, if your secondary school be good, the sooner (in reason) you catch your primary child and bring him into the secondary sphere the better for his mental development. But it has remained for the Bishop of Manchester to suggest that the first duty of an infant school is to act as a capacity catcher and feeder of the secondary school. We venture to think the Bishop has not conceived the whole truth. In a good primary school the infant is well taught. When he enters a secondary school it is seen at once that he lacks something that other children who have been already for some time in the secondary school possess. But his lack is more often owing to the conditions of home life than to any deficiency in his school training. The children of well educated and intelligent parents living in an intellectual home are bound to enjoy advantages which are too often wanting in the life of the elementary-school child. Probably it is the want of a literary home life that brings it about that the County Council scholar succeeds more often in scientific pursuits than in the humanities. If the Bishop proposed to take the infant from home and put him into a boarding school, his proposals might be defended—for day schools, no. But in any case we demur to making the work of a public elementary infant school hinge upon the rare child who will proceed to a secondary school.

Hygiene.

THE dullness usually associated with public conferences seems to have been pleasantly disturbed by a trenchant and convincing paper on "Hygiene" read by Mrs. Marvin to the National Union of Women Workers. Mrs. Marvin has been behind the scenes, and, unlike some well meaning lady reformers, is able to give advice of a practical character addressed to managers and to teachers alike. Much hard work is needed to overcome existing apathy and to remove existing ignorance. The subject of hygiene needs capable treatment in the training college; and for this doctors must lend their aid. We naturally look to the medical profession for guidance; though some one has wickedly suggested that a stroller down Harley Street at night sees few bedroom windows open. The subject becomes more pressing owing to the less healthy conditions of life prevailing in densely populated towns. But it is admitted that a little learning is a dangerous thing. It would be a mistake for a teacher to learn a number of rules from a text-book without fully understanding their application, and to teach them as a ceremonial law. Reformers must go cautiously, and step lightly. The local councillor is a more worthy object of attack than the teacher. The school is often more hygienic than the home.

The Teaching of Art in the West Riding.

IT is one of the less valuable legacies bequeathed to schools by the defunct Science and Art Department that art teaching in secondary schools is apt to be shut off in a water-tight compartment, tolerated by the head master and lightly considered by all but a few boys. Of course, the indictment is not universally true. But traditions die hard; and head masters who realize that art teaching is no less important than other subjects in a complete curriculum are not always able to put their views into practice. The Board of Education, in its wisdom, has for the present cut the art master off from the Teachers' Register. The Education Committee of the West Riding of Yorkshire, keenly alive to the necessity of improving the teaching of art in schools both from the artistic and the industrial point of view, arranged that a party of art teachers in the county should spend a period of six weeks in studying at the Geneva school of industrial arts. A report just published shows that the visitors consider they have learnt much from the system in Geneva. They are especially struck by the skilful way in which the teaching of drawing is co-ordinated from the infant school up to either the school of fine arts or the school of industrial arts. We are sure that public money is not wasted in thus giving teachers an opportunity of studying in the best schools on the Continent. The report is a valuable document. It should be studied—especially the recommendations made by the art masters on their return—by members of Education Committees in other counties.

Mr. Brereton on Marriage.

"WOMEN have never yet had a fair chance of educating women."—So writes Mr. Cloudesley Brereton in what he terms the "handicap of marriage." We have no intention of entering for Mr. Brereton's sweepstake, or, to change the metaphor, of firing a shot and bringing down, like the *Daily Mail*, a deluge of letters "giving the painful part of the question"; but we would venture to traverse Mr. Brereton's minor premiss. Is it not, rather, true that women so far have had the education of women too completely in their hands? Who, for instance, started and who planned high schools for girls, the most striking feature of our day? It was almost wholly a women's movement. Miss Buss and Miss Beale, Mrs. Grey and Miss Shirreff, Lady Stanley of Alderley—these were the leaders. So, again, with University education for women, Girton and Newnham, Somerville and Lady Margaret's suggest the names, not of men, but of Miss Emily Davies, Miss Clough, Mrs. Sidgwick, Miss Shaw-Lefevre, Miss Wordsworth. It may be quite true, as Mr. Brereton argues, that "protective mimicry" has led women so far to organize women's education in such a way as will enable them to hold their own in a race designed for men: they have sought, rightly or wrongly, to abolish the Oaks. But our point against Mr. Brereton is that it is women, not men, who have done this. The opposition has all been from the men—partly from upholders of the seraglio theory like Prof. Chase, partly from disinterested sociologists and physiologists like Dr. Stanley Hall and Mr. Brereton.

LOCAL AUTHORITIES.

Secondary Education in Manchester

SEVERAL Education Committees are now issuing reports upon the "survey" of the provision for secondary education. We deal in another column with the report on the City of Liverpool which has been prepared by Prof. Sadler and his lieutenants. As it is a document of public interest, the Committee has decided to publish it through Messrs. Eyre & Spottiswoode at the price of 2s. 6d. The annual report of the Manchester Education Committee contains a return as to the supply of secondary and higher education, from which the following figures are taken:—The Victoria University has an enrolment of 1,190 students. The Municipal Schools of Technology and of Art teach nearly 900 pupils. There are but two public secondary schools—the Grammar School with 726 boys, and the High School with 410 girls. Two pupil-teacher centres account for 136 boys and 665 girls. The return also gives particulars of 30 "other secondary day schools." Nearly all of these appear to be for girls or for very young boys; one only is stated

to be a boys' school. Apparently the management is in private hands, though the schools are not in every case owned by an individual. The list must be exhaustive, for it includes schools that are only to be called secondary because they are not public elementary schools—schools where the subjects taught are Scripture, reading, writing, arithmetic, and geography; where the fees are as low as 3d. a week and where the minimum age of admission is four. The number of pupils in these 30 "other secondary schools" amounts to barely 1,200. The secondary or science portions of the five higher-grade schools contain only 877 pupils and of these only one-seventh stay beyond the age of fifteen. Any one who works out these figures from the report will not be surprised that the Education Committee has decided to increase the supply of secondary education.

Manchester and Neighbourhood.

BUT the figures we have given are misleading, if taken alone. Manchester is a town of over half a million inhabitants, and it is in the midst of so thickly populated an area that a calculated census of the population within a twelve miles radius gives almost two million inhabitants. It is therefore impossible to treat Manchester as an isolated city. The twelve miles radius includes six county boroughs, eight non-county boroughs, and a host of minor Authorities. Manchester, therefore, has to provide education for many others than the children of its own ratepayers. At the Grammar School 183 boys live within the city boundaries and 543 come from the outside; the total number of ratepayers using the school is 359. In the Municipal School of Technology, including evening pupils, 2,103 live in the city and 2,821 outside. In all the schools it is clear from the report that Manchester provides educational facilities for a large number of persons who are not ratepayers. But there is the other side of the picture. The secondary day schools outside the city teach 1,062 boys and 1,044 girls. They are 31 in number, and include schools under public management, such as the Eccles Grammar School and the Hulme Grammar School. Taking the population of the wider area, it is clear that the supply falls short of what ought to be the demand. For the whole population of nearly 2,000,000 there is secondary-school accommodation for about 7,000 boys and girls. As a first step forward, the Manchester Committee has turned the Central Higher-Grade School into The Municipal Secondary School. The fees are £3 for children of ratepayers and £4. 10s. for others. There are 599 boys and 391 girls in attendance, and numbers waiting for admission. The scale of salaries in the Municipal Secondary School are, for men, £140, rising by £5 to £180; for women, £110, rising by £5 to £150.

Evening Schools.

THE provision for evening instruction seems adequate. Upwards of 20,000 students attend at the various schools and institutes. A new subject has been added in "horology." This has resulted in the formation of an Horological Association for the city and district. An interesting attendance diagram shows that in evening schools the numbers become almost steadily smaller from October to May. The variations are instructive. The numbers in the opening week are comparatively small, being equal to the tenth week. The second week has an enormous increase, and in the third attendance reaches its climax. For two more weeks the decline is steady. Then comes a great drop, owing, apparently, to holiday festivities connected with November 5. A slight increase follows, and then a steady fall until the Christmas holidays. After these holidays a considerable drop. The following week the attendance rises; but it does not again equal the lowest week before the holidays. The attendance falls steadily till Easter; after that it rises for a fortnight, but soon falls deeply. Any one who has had experience in evening schools will deem it satisfactory that more than 50 per cent. of the students entered in October persist until April. A country school, to which relays of children can be sent during the summer months, has been opened under the control of a voluntary committee. Attendance at this school will be reckoned as attendance at the city school. This is an example that may well be followed by other towns. The Manchester Committee has to deal with a deplorable shortage in teachers. We have left ourselves no space to deal fully with the steps to be taken to remedy this lack. Briefly, it is proposed to offer three hundred bursaries for pupil-teachers of the value of £15 to £20, in addition to the salaries already paid.

Agriculture.

THE Education Committee of Staffordshire—which, by the way, has just made its first award of scholarships for teachers at training colleges—is quite alive to the agricultural as well as to the industrial needs of its area. No less than sixty-five Staffordshire farmers were persuaded to pay a visit to the Harper Adams Agricultural College. The party was organized by the Agricultural Instructor, and the visitors inspected the numerous experiments that were in progress. It is said that the farmers were keenly interested, and that many applications for courses of lectures on agriculture were received subsequently. The Dorset Education Committee has made an arrangement with the governors of the Beaminster Grammar School, under which an agricultural section was opened in this school at the beginning of the present term. A piece of land is to be obtained, and the boys will be instructed in agriculture by the County Instructor. The science and mathematical teaching given by the staff will be directed towards the same end. The growth in the number of agricultural colleges and schools, and the increase in experimental work, has suggested the inception of a *Journal of Agricultural Science*, for the purpose of publishing much information that at present appears only in annual reports or in separate pamphlets. The Cambridge University Press has undertaken the publication of the *Journal*, which will appear quarterly at a cost of 5s. The first quarterly number is to be issued in January, 1905. Mr. T. B. Wood, of the Cambridge University Department of Agriculture, and Messrs. T. H. Middleton, R. H. Biffen, A. D. Hall are responsible for the direction of the paper. Prof. Primrose McConnell has been appointed Lecturer in Agriculture under the Essex Education Committee.

Pupil-Teachers in Oxfordshire.

THE Education Committee of Oxfordshire is not at present prepared to accept the proposals contained in an educational survey prepared by Dr. Kimmins, Mr. Davis, and Miss Burrows. These proposals for the main part consist of an extensive scholarship scheme intended to ensure a supply of teachers in primary schools. The objections raised were chiefly on the ground of cost to the ratepayers; and it was also pointed out that the money proposed to be spent might result in providing teachers for other counties. The report deals with the necessity of cultivating a county feeling, so that pupil-teachers would desire to remain in Oxfordshire. But local patriotism is a sentiment that grows weaker, and vague suggestions for stimulating this feeling could hardly weigh with the Committee. Here, as elsewhere, it is felt that a larger proportion of the cost of training must be borne by the country at large, seeing that no locality can prevent its teachers from migrating. Apart from the scholarship scheme, the report contains much useful and instructive criticism on existing schools, and on the supply (or want of it) of secondary education in the county. The report does not advise the Committee to support private schools directly, but suggests that candidates for pupil-teacherships may well be drawn from such schools. Whether purposely or not, the report seems almost to look upon secondary schools as existing merely for the supply of teachers in primary schools. Of course, Dr. Kimmins would not subscribe to this doctrine put thus baldly; but this is the moral drawn and objected to by one member of the Oxfordshire Committee. There is a danger lest Education Committees, forced by the Act of 1902 to provide for primary teachers, should neglect the other duty, less rigidly compulsory, of providing for secondary education generally.

County Councils Association.

THE County Councils Association accepted the report of its Education Committee just too late to allow us to deal with it last month. The Committee recommended that the attention of the Board of Education should be called to the inconvenience caused to Local Authorities by the issue of the Regulations for Evening Schools so late as the end of July. On the subject of pupil-teachers, it was resolved to make an inquiry as to the amount spent by various counties on travelling expenses and boarding; and also to take the opinion of the Board of Education as to the financial relations between County and Part III. Authorities in reference to pupil-teachers appointed by Part III. Authorities for their own schools. The Consultative Committee's scheme for school examinations was approved in principle as calculated to diminish the number of examinations. Detailed consideration of the proposals was deferred. It was resolved to ask the Local Government Board and the Board of Education to simplify their forms and procedures in the case of loans for improvements in elementary-school buildings under the Act of 1902. A considerable number of the recommendations referring to the establishment of special schools of the day industrial type, for the treatment of children who are supposed to be backward, but who cannot be described as actually mentally deficient, and to the feeding of underfed children by the joint action of the school authority and benevolent agencies, were considered to relate to large towns only, and not to interest the rural districts. Another class of recommendations received positive disapproval, some from a financial and others from an educational point of view. The Committee was not prepared to enforce the proposal to fix the commencing age of school attendance in rural districts at six or seven; but the opinion was expressed that the Board of Education, if it desired to test the practicability of this proposal, should not require accommodation to be provided in any district for children under the age in question. Again, the recommendation for compulsory medical inspection, at the cost of the rates rather than of the Treasury, was considered to be unacceptable to the counties. Teaching, however, on such matters, was agreed upon as being useful in the school curriculum. Considerably more favour was shown towards those recommendations which dealt with education in continuation schools. Here it was decided that the Bishop of Hereford's scheme practically covered or could be made to cover all the points, nd a special meeting is to be fixed to deal with this Bill.

Grievances.

THE County Councils Association has arranged for an influential deputation to wait on Sir William Anson and the permanent officials at an early date in order to discuss certain grievances in connexion with the administration of higher education. The burning question is the large expense in relation to the training of pupil-teachers and other teachers not fully qualified. At present the grants made by the Board for this purpose are absolutely inadequate, more particularly in the rural districts, where the travelling expenses often double the cost of tuition, and where the conditions attached to earning those grants are almost prohibitive. Although in most cases it is known that these centres are of a purely temporary nature, yet the Board is apparently now going to insist on the premises being fully equipped with all the paraphernalia of a secondary school, including laboratories and playgrounds. It is estimated in many counties that, if the premises and staff are completely up to the Board of Education standard, the maximum grant obtainable is only from £4 to £7. The cost per head in the case of a rural pupil-teacher who has to be provided with train fares, books, and often a mid-day meal, amounts to nearly £20. It can be well understood what a dip into the higher education fund such an expenditure must make in the case of a county like, say, Devonshire, or the North Riding of Yorkshire. It is contended by the County Councils Association that all this training is a national business, and the teachers ought to be in a position to claim complete freedom to go from one part of the country to the other. This can never be the case so long as they owe their education partly to local rates.

Men or Buildings.

A STILL more important grievance which is being chiefly brought forward by the Middlesex County Council is in connexion with the building regulations of the Board of Education, South Kensington. It is admitted that these involve the cost of about £10 a head for site alone if adequate playground and playing-field accommodation is to be provided. It is almost admitted that they involve the cost of about £50 a head for the building, and it is here that the grievance of the small town comes in. In addition to a central hall, which, though not a *sine qua non*, is still pressed for by the Board, there should be for a school of 120 scholars six separate class-rooms, a chemical laboratory, a physical laboratory, a science lecture-room, a manual-training shop, and two art rooms as well as, if possible, a library and special rooms for the head and assistant masters. Now it is plain, in the first place, that, if all six rooms are provided, half of them will be empty at any given period in the day's instruction. It is also plain that not one of the old grammar schools, county schools, or trade schools, which have done such good work in the past, can possibly come up to these requirements; but, more important than all in a country town of ten or even fifteen thousand inhabitants, the 2d. rate, which is the maximum under the Act, would not provide the interest and sinking fund on a sum of £7,000, leaving nothing for the equipment of the school, its working expenses, and the payment of adequate salaries to the masters. The County Councils Association rightly insists that the provision for suitable payment for teachers is infinitely more important than palatial buildings and lavish equipment.

The Glasgow Technical College.

THE Governors of the Glasgow and West of Scotland Technical College, as we learn from the annual report, have boldly ventured to establish a formal preliminary examination in mathematics for all evening students except those attending trade classes and classes in natural science. The consequent reduction in the number of students as compared with the preceding year was only 5 per cent., while the standard of work done benefited considerably. Arrangements have also been made by which the more elementary students can attend continuation classes elsewhere; so that the general level of instruction in the college is higher than before. There is no doubt that in some similar institutes the work suffers from the admission of students not sufficiently prepared to profit by the instruction given. The college appeals for further subscriptions for the building fund. The whole sum subscribed amounts to £186,525, of which £140,000 is required for the first section of the new buildings, which is partly ready. The building of the second section is delayed until more money is in hand. The Committees of Management under the governing body have been reorganized. There are now separate Committees for each branch of work, such as Engineering, Printing, Mathematics, Chemistry, &c. Prominent members of the trades or professions involved are invited to join the Committee. In this way the governors get the best expert advice on each subject of the curriculum. The total number of students, day and evening, is 5,333; the total cost of the year's working is £31,000.

Bradford Commercial College.

THE Education Committee of the City of Bradford has organized, and now opened, a commercial college for evening students. This is an important step in advance. Too much of the work done in technical institutes at present is desultory and scrappy owing to want of grouping, continuity, and organization. The Bradford College offers a three years' course to students who have already passed the examinations of the Society of Arts or of the London Chamber of Commerce, or who succeed in passing the entrance examination to the college. An intermediate and a final examination will be held and a diploma granted at the end of the third year. The compulsory subjects for the intermediate examination held at the end of the first year are English, commercial arithmetic, commercial practice, and a modern foreign language. The subjects for the final examination are not yet announced; but, apparently, students will be allowed to specialize. The college will meet in the Mechanics' Institute. The fees are two guineas a session for the complete course.

MR. KENRICK has been re-elected Chairman of the Birmingham Education Committee.

The report of the Municipal College of Grimsby, written by the Principal, states that the action of the Grimsby Education Committee as regards secondary education in that town has been an unqualified success.

The Medical Officer for the county of Derby advocates the immediate abolition of roller towels in elementary schools. He thinks washing at schools should be discouraged; but that when necessary a paper towel should be used.

In reference to a new school at Preston, the Board of Education has announced that, if fees are allowed, they will be paid wholly to the Education Authority. Section 14 of the Act of 1902 does not apply to schools opened after the passing of the Act.

As to the supply of books for religious instruction of a denominational character the Board of Education has suggested, in reply to a question from the Carlisle Authority, that it would be wise and prudent for managers to supply them, but that the Board can only give a definite decision when referred to in cases of dispute.

The City Council of Manchester has rejected by a majority of two to one a proposal to make thirteen, instead of fourteen, the leaving age in the public elementary schools. It was stated during the discussion that 4,897 applications for exemption had been made in the past year, and that 71 per cent. of the applications had been granted.

The East Sussex Education Committee has been unfortunate in its dealings with the managers of the Newhaven, Seaford, and Alfriston group of schools. County Committees must exercise sufficient tact to make managers feel that their co-operation is essential, as indeed it is, to the right working of the Act. In this case the managers have decided not to meet again until March 1, 1905, in order to give the Education Committee an opportunity of changing its attitude towards managers.

THE FIELDEN DEMONSTRATION SCHOOL.

AS we announced last month, the Training Department of the Victoria University of Manchester is shortly to have an important addition to its "plant" in the shape of a school specially designed as a laboratory for the Professor of Education. As the needs of women students are, to some extent, already met, the new school is to be for boys. The promoters of the scheme seem, in their seriousness, to have suffered a temporary loss of the sense of humour; but the repellent word "Demonstration" will soon, no doubt, be dropped. "The Fielden School" is a sufficiently distinctive title to start with, and we trust that before long the record of the school will make clear to the public both the meaning and the use of a demonstration school. The Fielden School is to be no mere practising school, where the raw apprentice learns the rudiments of his art. It is to be the laboratory for the Professor.

Professors of Education need a laboratory for practical investigation and demonstration no less than the chemist or the doctor. There are burning questions calling for solution. We want to know what is the best curriculum for a child of a given age with given prospects; and, further, how each subject of the curriculum can best be taught. In the solution of these questions the Fielden laboratory, under the direction of Prof. Findlay, ought to play an important part. In such a school experiments can be made and the results noted in a way that is not possible for the teacher in full practice.

A necessary part of the scheme is the provision of the best apparatus that is available. It will therefore be a storehouse or museum of all mechanical aids to teaching that will stand the test of scientific investigation. The year-book that Prof. Findlay intends to publish will give a record of the work done. Such a scheme cannot be run on the cheap, and, although several liberal supporters have come forward, more money is needed.

It is well, in the beginning at least, to keep clear of Government grants and the consequent restrictions on the time-table. It is best for private enterprise to undertake experiments which, when proved, can be adopted by the State. We are inclined to think that the parents might be asked to pay more. The proposal is that boys should be taken at the age of eleven or thereabouts, and should be educated up to the age of fifteen, at a weekly fee of 1s. or 1s. 6d. This would appear to undersell even the cheap municipal secondary schools of modern days; but no doubt the committee knows what is possible in the neighbourhood.

The Council of the University has given its approval of the scheme and of the appointment of Prof. Findlay as Director. Much of the success will depend upon the teaching staff, and especially upon the first head master. It will be no easy task to find a man who combines enthusiasm, sympathy, teaching skill, and common sense in the right proportions. If he has sufficient of the first named quality, he will perhaps not be difficult in the matter of salary, which, we gather, is not to be large. But it is hard to see why a really generous salary should not be given. There should be no difficulty in Manchester in getting an additional few hundreds a year. It would be a thousand pities were a promising experiment to be marred because the committee fail to secure a man of exceptional powers owing to the lack of means to pay a reasonable salary. In Manchester Thoreau is an impossible model: even genius must pay the water rate.

Still more important than the qualities we have enumerated above as essential for the head master are the power of working in public under the control of an enthusiastic committee of management and the ability to note on paper for public criticism each step in the experiment made. But Prof. Findlay's enthusiasm is contagious. He has ardent supporters in Manchester, who see that, if the training of teachers is to justify itself by results, the theoretical lecture must be accompanied by observation in the workshop. They will not allow the new departure to fail.

SYNDICATE'S SCHEME FOR REFORMED PREVIOUS EXAMINATION.

ALL interested in the Greek question should purchase a copy of the *Cambridge University Reporter* of November 11 (published by Clay & Sons, Ave Maria Lane, E.C.; price 3d.), which contains not only the first Report of the Studies and Examinations Syndicate, but a *résumé* of the previous history of the movement, minutes of conferences with the Head Masters' Conference, the Associated Head Masters, and the Assistant Masters, and an account of the requirements for entrance at other Universities. We have only space to give in brief the scheme submitted to the Senate.

The Syndicate propose that the Previous Examination shall consist of three parts, all obligatory, but not necessarily to be taken simultaneously.

Part I. *Linguistic.*—Two languages must be taken, and one of them must be an ancient language. Thus a candidate might offer Greek and German. In Greek and Latin two papers will be set: (*a*) unprepared passages, with dictionaries allowed; (*b*) grammar and composition. In French and German there will be similar papers, but in the first no dictionaries will be allowed, and in the second grammar is not included, and a choice is given of free composition.

One further alternative is admitted. The translation papers in French and German without the composition may count as one modern language.

Part II. *Mathematical.* — Arithmetic, Algebra, and Geometry — one paper each.

Part III. consists of five papers—one, the first—compulsory, and any two of the other four. (*a*) An English essay, some of the subjects to be taken from a set book. (*b*) One of the Synoptic Gospels and the Acts of the Apostles. (*c*) A period of English History. (*d*) Experimental Mechanics and Elementary Physics. (*e*) Elementary Inorganic Chemistry.

The scheme, both in what it requires and what it makes optional, is so far in advance of any previous proposal that we are loth to criticize even the details. We rejoice in particular that the Syndicate have rejected the Head Masters' proposal to make French *and* German an alternative for Greek. A knowledge of one language is in every way preferable to a smattering of two; and even Mr. Lyttelton must grant that French unseen without a dictionary and a continuous passage for composition is a soft option as compared with Greek unseen with a dictionary and short sentences for composition. On the other hand, the Syndicate have not heeded the recommendation of the Consultative Committee that *viva voce* should form part of every Modern Language Examination. Paley has been dead for half a century, and it is high time that his mummy should be consigned to the Fitzwilliam. The abolition of set books we should pronounce an unmixed blessing but for the consciousness that it may be abused by masters whose god is examinations. The essay on a subject from a set book does not commend itself to us, for it will not be easy to balk the crammer, and we should have preferred an English paper on the lines of the London Matriculation. But these are details and the scheme as a whole—we repeat it—seems to us admirable.

COLONIAL AND FOREIGN NOTES.

FRANCE.

Brewing as a University Subject.

THE new education is nothing if not practical. A recent manifestation of this quality in it will not be approved by all our readers. French Universities are empowered to confer, besides degrees, titles of a purely scientific character, not equivalent to degrees and conferring no rights, but serving as a guarantee of special attainment. Exercising its powers, the University of Nancy has instituted a Diploma of Higher Studies in Brewing. The diploma is awarded to students who, after following for three terms practical and theoretical courses in brewing, obtain more than the average of marks in a final examination. This examination comprises written work on the *technique* of brewing, practical tests in chemistry and bacteriology, and machine drawing. The certificate issued will bear, in the case of the more successful candidates, the words *ingénieur-brasseur*. If beer is to be brewed, it is desirable that it should be brewed well; but we have no pleasure in seeing the art of decocting it included among University subjects or an addition made to the titles that Universities bestow.

Greek as it is to be taught.

M. Henri Bornecque contributes to the *Revue universitaire* an interesting article "How to make our pupils Stronger in Greek and Latin." The pupils that he has in view are those preparing for the *baccalauréat*. We give an abstract of his remarks as to Greek—some may find help in them and some will smile at the emasculation proposed. Section A (the classical section under the new scheme) was to have consisted of an intellectual *élite*. But in practice it does not. A large amount of time is needed for the explanation of the texts, and enough is only to be got by lopping off from the instruction in grammar all that is not absolutely indispensable. Retrenchments fall under four headings:—(1) Since pupils who begin Greek know Latin already, it is useless to teach the rules common to the two languages. So the first concord may go, except "Neuter plurals take the verb in singular." (2) The object aimed at being to read Greek authors, and composition exercises being subsidiary to this, it is needless to teach the parts of grammar that are serviceable only in composition. Thus accentuation should be studied just in so far as it distinguishes words. Of substantives and irregular verbs those may be ignored which are mentioned solely because they are defective or because one of their forms is irregular. The teaching of rules for case construction should be reduced to a minimum. (3) Since only a limited number of authors are read, boys may confine themselves to the forms and rules necessary for the understanding of these authors. They will learn only what is usual and common, peculiarities in accidence or syntax being explained by the teacher or in a note. If this principle is observed, a great saving accrues. You get rid of the grammar of the vocative, which is rare; of the dual, which boys will seldom come across; of the Attic declension; and, in the lists of irregularities, of a number of substantives, comparatives and superlatives, and verbs. In the ordinary school-books (M. Bornecque gives those that he means) γραῦς occurs only twice—is it worth while to teach children how the word is declined? Εἴληχα is found in all four times, πέπωκα three times, and εἴλημμαι *never*. It is tradition that keeps these words in the grammars.

A New Association.

By the economies that he advocates, M. Bornecque estimates that a third of the time assigned to Greek might be saved and devoted to reading. We know English head masters who would rather see their Greek dead than mangled. Whether rightly or not we do not consider here, where we act chiefly as reporters, but pass on to another topic. Associations are now everywhere the order of the day. They have become effective, especially in Germany. The Lehrerverein of Hessen has won for teachers equality of right with lawyers, and the higher schoolmasters are actually paid at the same rate as judges. France has just seen a new union formed. The *répétiteurs de collège* of Paris, assembled last July in the Lycée Louis-le-Grand, decided to found a society for the defence of their interests and the study of educational questions. They have now established one for their Académie. They design, moreover, to place themselves in communication with their colleagues in other

districts so as to bring about a united effort for the common cause. We are glad to learn that many *professeurs* have expressed their sympathy with the young association, which has its social headquarters at Louis-le-Grand. The secretary is M. Léo Perrotin, *répétiteur* at the Collège of Melun (Seine-et-Marne).

UNITED STATES.

Reception of the Mosely Report.

If the object of Mr. Mosely when he conceived the idea of taking out an Educational Commission to the United States was to engender or develop self-satisfaction in our kinsmen, he must be deemed to have achieved an unqualified success. The Americans are delighted with the Report of the Commissioners. Perhaps in their exultation they are inclined to overrate the importance of the document. "It deserves," writes Dr. Harris in the *Educational Review*, "to have a special lectureship devoted to it in each one of our normal schools." But, if that be an extreme view, the pages contain much of interest and value. They do not, however, furnish any reason why the Englishman should be depressed in the same ratio as that in which the American is exalted. At least those who believe that classics are to British education as agriculture to British industry will derive comfort from the statement made by the most competent of judges (Papillon in Report, page 250) that the average standard of Latin and Greek teaching and attainment in the upper classes of American high schools is at present below that of an English public school. Nor in the more practical departments of education are our schools outstripped in the measure that "exports and imports" might suggest. The more thoughtful Americans do not look on commercial prosperity as the fruit of their educational system, or desire that it should be.

A Mistaken Idea corrected.

We are not going to say aught in disparagement of manual training; but as to what it has actually effected in a particular case an erroneous opinion must be corrected. Dr. Harris, in the article just referred to, cautions us against supposing that it has made the United States rich. Again and again was it explained to the members of the Mosely Commission that the excellent American manual-training schools and higher institutions for industry and art (such as the Drexel Institute and the Pratt Institute) had not been in existence long enough to make their full influence felt and to account for the remarkable development of the export trade. The following table exhibits the manual-training school as a young and progressive institution :—

Year.	Schools Open.	Male Students.	Female Students.	Total Students.
1894	15	2,403	959	3,362
1897	40	9,224	4,666	13,890
1898	58	12,975	6,002	18,977
1899	66	13,903	6,798	20,701
1900	69	15,819	8,897	24,716
1901	78	18,298	10,053	28,981
1902	85	18,771	10,736	29,507
1903	95	20,170	12,892	33,062

Not after only ten years will the results of a system of training schools be reaped. But there can be no doubt that manual training has already proved a beneficent discipline, and that it will, in the future, bring forth more fruit—not solely in the form of exports. Let our readers observe incidentally with what giant strides it progresses.

Mr. Bryce in America.

Mr. Bryce has been entertained by Dr. Nicholas Murray Butler, and has lectured both at Columbia and at Harvard. His admirers in the English world of education will be glad to know that he has given satisfaction in the United States. We quote from an esteemed American contemporary : "He would pass in Boston any day as a typical New England gentleman of broad education."

INDIA.

The Religious Settlement up to the Present.

A seemingly small thing has occurred in India from which great consequences may follow. Although we are reluctant to touch on issues that affect religion, we must report what has happened. But first it will be necessary to explain the situation as it has hitherto been. The system of education that prevails rests on Sir Charles Wood's dispatch of 1854, and it is, as it were, watered throughout all its departments by State subventions. Such "grants-in-aid," to quote the words of the dispatch, were to be based "on an entire abstinence from interference with the religious instruction conveyed in the school assisted." That is clear enough, and, so long as the fundamental principle is observed, Government is debarred from meddling with the religious teaching of aided schools ; it cannot so much as exclude a text-book from them or check the wildest indiscretions of their teachers. But the words have been interpreted to mean further that the Government is not entitled to control managers ; so that these may say : "Take what we offer as a whole, or leave it." And when in 1882 a Commission suggested that, where the only institution of any particular grade in a town or village was one in which religious instruction formed part of the ordinary course, parents might be allowed to withdraw their children from such instruction, the Secretary of State declined to accept the recommendation on the ground that no practical difficulty had arisen from the absence of a conscience clause.

The new Departure.

"Conscience clause"—those are the key-words for the English reader. What has happened is this. On August 27 the Dewan of Travancore issued a circular to the following effect :—A grant is sanctioned to a school on the understanding that it is a general institution open to all classes and creeds. If the manager of such a school lays down rules that would have the effect of excluding pupils belonging to a particular creed, he acts against the understanding on which the grant was made, and the grant is liable to be withdrawn. The religious instruction, which is to be given out of school-hours, must not be compulsory.

Its Importance.

That is to say, Travancore has got—whether the religious settlement is disturbed or not—something that no other part of India enjoys, viz., a conscience clause. Let us consider the effect. Hindus have been accounted indifferent to their religion because they have availed themselves freely of missionary institutions. But they had to take all or nothing of what those institutions offered. Now the inhabitant of Travancore, at least, will be at liberty to get secular instruction for his children from any State-aided school without subjecting them to religious influences with which he has no sympathy. And, if the new departure be widely followed, education in India will be revolutionized. For good or for evil the school will cease to be a proselytizing agency.

Of Degrees.

India is beginning—if we may be pardoned the expression—to sniff at degrees. Prof. P. C. Ray, of the Calcutta Presidency College, writes thus : "One main reason why in our country scientific teaching is making no improvement or progress is that those who teach science are merely holders of degrees. In Japan, [Continental] Europe, and America those men alone are appointed professors of science who have succeeded in doing original work in their respective subjects." The Professor has hit the mark. It is one thing to produce work done, another to submit degrees and testimonials, or other evidence that one could have done it had one tried.

TRANSVAAL AND ORANGE RIVER COLONY.

We acknowledge with thanks the Report on the Development of Education in the Transvaal and Orange River Colony for the whole period of Mr. Sargant's directorate, sent by Messrs. Longmans ; also the receipt of Mr. Gunn's Special Report on Education in the Orange River Colony during the year ending June 30, 1904.

A Record Interesting and Valuable.

The latter is a Departmental report of the ordinary kind. The former, relating as it does to the long and eventful space of time from November, 1900, to February, 1904, attains almost to the dignity of history. It unfolds the whole narrative of educational struggle and progress from the earliest days of the concentration camp to the appointment of Mr. Sargant as Education Adviser. A picturesque detail brings out what was happening in the *interim* : the ground of the old gaol at Pretoria in which the Johannesburg "Reformers" were confined by President Kruger was selected as being one of the finest sites in the town for a school. It is not possible for us here to give an account, stage by stage, of the laborious work undertaken to build up in the new colonies a school system, mainly on the old foundations, yet with well considered changes of structure. But some idea of the magnitude of the task may be got from these figures : in May, 1901, there were 7,769 children under instruction in the two colonies ; by February of the present year provision had been made for 40,437. To be brief, Mr. Sargant may look back on what he has achieved with satisfaction, and his countrymen contemplate it with pride.

Concentration Camps as Places of Education.

"Concentration camps," now extinct, will have associations of sadness for some minds. To brighten the memory of them for teachers we extract a short paragraph from the Report, the manner of which will also be thereby illustrated : "The difficulties were great, both at headquarters and in the camps. One school was opened in a grove of trees at some little distance from the tents of the refugees. Teachers volunteered for duty, the children brought small packing-cases for seats, and their mothers gathered round at a respectful distance. Within an hour and a half of the advent of our emissary from the Education Department the ordinary school routine was in progress. From that day there was no intermission in the work ; a wattle fence was put round the trees, and before long a more convenient school shelter was provided. In another case the concentration camp had been pitched upon a racecourse. Our only possible accommodation was the grand stand ; and for many months, in spite of wind and sun, the children grouped themselves on its singularly inconvenient benches to read their Dutch Bibles and to learn to speak English. These subjects, with writing and arithmetic, occupied nearly the whole of the school-day."

CAPE COLONY.

Subjects Favoured.

The official *Gazette* supplies particulars relating to what are called in the colony "Extra Subjects," particulars interesting in several respects. It is pleasant to record that singing is now taught to almost a hundred thousand children in Cape Colony, and that the number instructed in drill has increased this year by nearly ten thousand, and now stands at eighty thousand. Drawing shows an increase this year of three thousand, being now taught to forty thousand pupils. Among the science subjects a backward tendency is noted in the case of physics, which is taught in 20 schools to 454 pupils, whereas last year it was taught in 25 schools to 475 pupils; a decrease of 5 schools and 21 pupils, corresponding to an increase of 9 schools and 74 pupils last year. On the other hand we find an increase in the case of chemistry, 429 pupils now receiving instruction in this subject in 17 schools. Turning to Latin and Greek we note a tendency of the schools teaching classics to increase in size rather than in number. This year 174 schools are teaching Latin, corresponding to 175 last year, but the number of pupils has increased from 5,429 to 5,896. Similarly in Greek the number of schools has decreased from 26 to 24, while the number of pupils has risen from 286 to 323. An opposite tendency is noted in the case of German, where we see an increase in schools and a decrease in pupils. Book-keeping has increased by 137 pupils, shorthand and typewriting have decreased by 1 and 20 respectively, and Kafir in two years has decreased from 634 to 137 pupils. We regret to record that botany has by no means maintained the increase noticeable last year. The number of schools (25) shows an increase of 1, corresponding to an increase of 9 last year, while the number of pupils, which in 1903 showed an ncrease of 292, has actually decreased this year by 79.

NEW ZEALAND.

A few Statistics and Details.

The report for the year ending December 31, 1903, shows a slight falling off in the average school attendance; from 113,700 in 1902 to 113,000 during the year here in question. But there was a recovery during the third and the fourth quarter, and the figures do not indicate any real decline either of interest in education or of general prosperity. The colony employed in December 3,695 teachers, the average number of children to one teacher for the year being 30·6. Women take an increasing part in the work of education; in ten years the proportion of women teachers to men teachers has increased from 94 per cent. to 132 per cent. of the men teachers. Another interesting tendency is that towards a reduction in the pupil-teacher element of the teaching body. Improved arrangements for the training of teachers are reported. It is the aim of the Government to establish a training college at each of the four University centres — Auckland, Wellington, Christchurch, and Dunedin; so that the training of primary teachers in literary and scientific subjects may be provided by the University colleges. The scheme has been partly carried out, and will shortly be developed in its entirety. The endeavour to put the advantages of University education at the disposal of primary teachers is characteristic of the liberal spirit that prevails in New Zealand. It is in harmony, moreover, with a world-wide demand. An American pedagogue even makes the attractive, but impracticable, suggestion that every primary teacher should have a sabbatical year at the University. The New Zealanders' plan is more commendable than one which would dislocate the schools.

Education of Natives.

The number of Maori village schools in full operation at the end of 1903 was 101, two more than the number open at the close of 1902. A small falling-off in the attendance was due to epidemics of measles, hooping-cough, and scarlet fever in various districts of the North. The Inspector's report shows that, on the whole, the standard of efficiency was satisfactory. Handwork is now established in most of the schools. Maoris take very readily to all forms of manual work, and their skill in carpentry and modelling is in many instances surprising. Boys are taught to make articles that will be useful to their parents, who may purchase such things as stools, tables, and boxes for the cost of the material. The elder Maoris appreciate workshops very highly, and in one case voluntarily supplied the timber for the building. Children attending the ordinary public schools who pass the Fifth Standard before the age of fifteen may obtain an allowance of £20 a year for two years to enable them to attend higher schools. Those who pass the Fourth Standard at their own village schools receive scholarships to special boarding schools. For those who prefer manual work to higher education apprenticeships are often arranged. The most desirable career for girls appears to be nursing, and the Napier Hospital authorities have for some years co-operated with the Government to supply training for the vocation. Both boys and girls often possess more than the average of intellectual power. Two young men have been studying medicine at Otago University, and one of them, Dr. P. H. Buck, has just won the distinction of being the first person of Maori blood to obtain a New Zealand qualification for the medical profession. £28,719 was the sum expended on native schools in the year.

VICTORIA.

Divinity Degrees.

Another attempt is being made to identify the secular University of Melbourne with the churches of Australia. Previous endeavours to impose upon the University standards which really only apply to the ecclesiastical Universities of the Old World have failed though they have created intense feeling in the Commonwealth. This last project takes the form of a motion carried by the Council of Churches at the instigation of the Rev. Dr. Meiklejohn (Presbyterian) and the Rev. J. Rickard (Congregationalist), confirming the desirability of the University conferring divinity degrees. The resolution, which is a long one, submits that the request of the Council of Churches could be granted without any interference with the policy of the State in regard to education, and points to the fact that the London University, though a national and strictly non-sectarian institution, has made provision for the degree of Bachelor of Divinity.

CHRISTMAS BOOKS.

BLACKIE & SON.

By Conduct and Courage. By G. A. HENTY. (Price 6s.)—It is a pleasant surprise to find two new volumes this year from Mr. Henty's pen. The last book he wrote, "By Conduct and Courage," will be welcomed by all to whom his name has so long been familiar. It is an excellent story, full of life and vigour. The hero has been brought up by a Yorkshire fisherman and his wife, who know nothing of his parentage. Through the kindly help of the rector's daughter he gets a good education and makes such a good use of his knowledge that he rises rapidly on joining the Royal Navy. His adventures are just of the kind that boys delight in, and he is scarcely out of one perilous position before he is in another. At one time he serves under Nelson and shares with him a *mauvais quart d'heure* in the hands of Corsican brigands. He takes part in some of the famous sea fights of those days, and has besides endless encounters with pirates and Moors, to say nothing of our then enemies the French. The book gives Mr. Henty at his best. It is well illustrated by W. Rainey.

In the Hands of the Malays. By G. A. HENTY. (Price 1s. 6d.)—This volume contains three short stories: the first gives an exciting account of the doings of a Malay pirate, who from his headquarters on the east coast of Sumatra made himself the scourge of all the merchant ships trading with the East; the second is the story of a theft and the righting of an innocent man; and the third tells of the pluck of a frontier girl and how she balked some Indians of their prey. There are three good illustrations.

True Stories about Animals. By EDITH CARRINGTON. (Price 2s.; or, in smaller parts, price 6d.)—This is just the book for boys from ten to twelve. The stories are full of interest and have the advantage of being true, and the illustrations are delightful.

Stories from the Bible. By Mrs. HASKELL. (Price 2s.; in smaller parts, price 6d.)—These are very simply told and quite suitable for small children; the letterpress seems better than the illustrations, but the task is a difficult one.

(1) *Boys of the Light Brigade.* By HERBERT STRANG. (Price 6s.) (2) *Kobo.* By HERBERT STRANG. (Price 5s.)—Both excellent stories, full of vigour and spirit. In the first, Jack Lumsden, the hero, is a subaltern in the 95th Rifles under Sir John Moore in the Peninsular War. Having lived in Spain as a child, Jack is able to be of great use in collecting information as to the movements of the French, and in carrying dispatches. After the battle of Corunna, he is sent on a special mission to Saragossa, and shares in the heroic defence of the town. Thus he passes from one thrilling situation to another. The descriptions are most vivid, and several figures stand out clearly—not least Corporal Wilkes, whose characteristic remarks begin and end the story. "Kobo" has a special interest now, as dealing with the outbreak of war between Russia and Japan. Bob Fawcett, a young engineer, goes out in an official capacity to the Japanese fleet to regulate the range finders. After the first attack on Port Arthur he is transferred to a torpedo destroyer to make a survey of the Korean coast, and, landing to help a comrade who is chased by Cossacks, he gets left behind, and a series of most exciting adventures follows. Kobo is a distinguished Japanese, who, like the rest of his countrymen, counts life nothing if he can aid his country. His splendid courage and devotion make him most interesting, and his death casts a gloom over the end of the story which even the amusing presence of Mrs. Sidon U. Pottle hardly dispels. These books, illustrated by W. Rainey, would make capital presents for boys.

CASSELL & CO.

Chums, 1904. (Price 8s.)—The yearly volume is so full of attractions that it is difficult to choose among them. Boys who turn over

the pages will try to read all the stories at once, for the pictures are so exciting that it seems necessary to see instantly what they refer to. The writers' names are a guarantee against disappointment. The "Sports Gallery" and interviews with various noted players and captains of teams will appeal to lovers of games. "Records of Famous Regiments" will find many eager readers, and "Pictures of Life in the British Navy" will please those with a taste for seafaring. Coins, relics, prizes, puzzles, and endless tales of mystery and adventure help to fill satisfactorily over eight hundred pages. Some of the large coloured pictures have come out well.

The "Little Folks" Picture Album in Colour. By S. H. HAMER. (Price 5s.)—This will charm the little folk for whom it is intended. Letterpress and large coloured pictures are on alternate leaves. Stories of the seaside, of country pleasures, of animals, birds, and dolls, with some verses now and again, give plenty of variety. The pictures vary in merit, but, as a rule, the colouring is soft and pretty.

Cheepy the Chicken. By HARRY ROUNTREE and S. H. HAMER. (Price 1s. 6d. in coloured boards; 2s. cloth.)—Cheepy begins life as a failure, but some magic powders enable him to change into any animal he chooses. He passes through some amusing experiences, but, in the end, is thankful to return to his former self. There are four coloured and many black and white illustrations. These are meant as grotesques and will serve to make the children laugh.

The Little Folks Animal Book. By S. H. HAMER. Price 3s. 6d.—A book of short stories about animals, suitable for small children; sometimes the animals themselves tell the stories; sometimes they are in the form of conversations between different kinds of creatures. Some of the tales of adventures with animals are well told. The book is illustrated with photographs and drawings.

Bo-Peep (in picture boards, price 2s. 6d.; cloth, 3s. 6d.); *Tiny Tots* (price 1s. 4d.)—The first is for little children; the second for quite the tinies. Both are full of short stories and verses. In "Bo-peep" the print is large, so the children may read it for themselves, with a number of pictures, some coloured. "Tiny Tots" boasts only a frontispiece in colours, a bright picture of three little Dutch children, but plenty of other illustrations.

The Child Wonderful. Written and illustrated by WALTER S. STACEY. (Price 2s. 6d.)—The story of the childhood of Christ in a series of six "Talks." Two children buy a little painted figure of an old man. They put him on the mantelpiece, and then as they sit watching him and falling half asleep, they fancy he speaks and tells them the story. He tells it quite nicely, though often interrupted by the children; but this method seems to us quite unsuitable for the subject. In the same way the pictures, many of which are well drawn and gorgeous with Eastern colouring, seem more appropriate for the "Arabian Nights" or Hans Andersen's tales.

Cassell's Magazine. (Yearly volume, price 8s.; half-yearly volume, price 5s.)—This will provide pleasant reading for many an idle hour. It contains a complete serial story by Rider Haggard, "The Brethren: a Romance of the Crusades," besides a number of short stories and interesting papers on many subjects. Illustrated interviews play a considerable part. "Leaves from the Notebook of an Indian Police Officer" supply some exciting incidents. The "Chronicles of the Burglars' Club," though they begin tragically, end in comedy and are distinctly amusing. Sports are well represented, and there are articles on places and subjects of interest—"The Temple," "The Tower," "Veterans of the British Fleet," "The Great Guns of Great Britain," &c. Many of the illustrations (and their name is legion) are excellent. There are two sets of coloured pictures. In the first, "A Summer Shower" is a specially pretty, dainty figure, and "The Wild Hyacinth" is graceful and suggestive. The second set are views of various parts of the Tower and are very effective. This volume would be a most welcome addition to any school or club library.

The Red Adventure Book. (Price 5s.)—This is a volume of "Stirring Scenes and Moving Accidents" taken from "The World of Adventure," edited by A. T. Quiller-Couch. The selection seems good—one, two, or three stories, as the case may be, being chosen as examples of adventures of very varied kinds, deeds of heroism, wonderful escapes from prison or from death, &c. The book is very well got up, with numerous illustrations and six full-page plates, three of which are coloured.

The Little Folks Adventure Book. By S. H. Hamer. (Price 3s. 6d.)—These are mostly adventures that have happened to boys and girls. They are well described, and some of them are very exciting. It is a question whether a timid child might not be a little frightened by a few of the most thrilling, but most young folks will find them highly satisfactory. They are well illustrated.

NATIONAL SOCIETY.

(1) *Ben Sylvester's Word.* By CHARLOTTE M. YONGE. (Price 1s.) (2) *Kitty Montgomery.* By A. E. DEANE. (Price 1s.)—The first is a new edition of an old friend, one of the best of some short stories for children written many years ago by Miss Yonge. "Kitty Montgomery" describes the difficulties of the young head of a motherless household who is expected to make bricks without straw and apparently succeeds.

T. NELSON & SONS.

The Little Heiress. By MARGARET BRUCE CLARKE. (Price 3s. 6d.)—The little heiress is not a bad sort of girl—indeed she is the pleasantest and most natural person in the book—and, barring her flight from school, shows a fair amount of sense, more, at any rate, than the mistress who is the immediate cause of her running away. Mr. Peabody with his "facetious remarks" is rather a bore, and to pinch a girl's cheek is surely an unusual mode of beginning to woo her. There are four successful coloured illustrations.

The Pirates' Hoard. By A. ALEXANDER. (Price 2s. 6d.)—The pirates are such a funny set of people that it is difficult to take them seriously, though they and their leader, Captain Death, are described as reckless dare-devils, whose time is passed in wrecking ships and plundering and murdering any hapless survivors. When the joint heroes, Fleming and Eliot, invade their stronghold on one or two occasions they are allowed to do much as they please, and in the final scrimmage the pirates seem singularly at a loss what to do, and make but a poor fight of it. There is no lack of the proper accessories, such as gold, jewels, and underground passages.

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The Knights of Liberty. By ELIZA F. POLLARD.—The story might almost be summed up in the words of Denis O'Brien—"I was never in such a hotbed as this. Why, the very atmosphere is full of plots and mischief." There are the plots of the Jesuits to get possession of the brother and sister, who may be considered hero and heroine, and who are rich, and the plots of the Knights of Liberty (a branch of the Carbonari) against both Jesuits and the King, Louis XVIII. These last succeed in nothing but bringing such of their promoters as can be caught to the scaffold. Nora O'Brien is well drawn, and it is a relief to get her away to England from the bewildering maze of attempted abductions and assassinations and secret messages and warnings and the machinations of the Jesuits, who are painted in the blackest dyes. The story is not badly written, but there are needless repetitions, which help to make it too long. Some of the coloured illustrations are effective.

The Seymour Girls. By J. R. GLASGOW.—A bright little book about a summer holiday in which, with the help of an old nurse, the Seymour girls managed for themselves and had various adventures.

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The Nursery Rebels. By H. ELRINGTON.—The rebels are three boys, the eldest of whom is twelve, who resent being under the guardianship of the old nurse in the unavoidable absence of their parents, and, to show how well they can manage for themselves, give her the slip on a railway journey, and get into all sorts of difficulties in consequence. The eldest boy has the grace to be ashamed of himself, but they all get off very easily.

Enderby Park. By F. BAYFORD HARRISON.—A schoolboy, Felix Henley, tells a lie to save himself from a scolding—or possibly a thrashing—and then finds himself involved in further deceit which affects others as well as himself. Mr. Selwyn and his butler might pass in a broad farce, and the rest of the characters are more or less odd, from the doctor and lawyer who vie with each other in trying to secure the company of a strolling conjurer and his family at their Sunday dinner, down to the half-witted footman.

The King who was never Crowned. By GERTRUDE HOLLIS. (Price 2s. 6d.)—We are inclined to call this a "tale from Shakespeare," for it is certainly a prose version of most of "Richard III."; but in saying this we do not condemn the book, for a very readable and interesting story for boys and girls is the result.

(*Continued on page 826.*)

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Home Fetters. By RAYMOND JACBERNS.—This is quite a well written book of the everyday life of two girls; but, as far as the story is concerned, it is inconclusive. Elspeth does about an equal amount of good and harm in her cousin's home, and we are left in ignorance as to the ultimate fate of the various characters.

MORE PICTURE BOOKS.

La Fontaine's Fables: a Selection. Pictures for Children by CARTON MOORE PARK and RENÉ BULL. Translated into Verse by EDWARD SHIRLEY. (Price 5s. Nelson.)—This is a most delightful book, as those acquainted with Carton Moore Park's work will certainly expect: his drawings of the animals are excellent and the colouring is very harmonious. The verses run easily, and the small black and white pictures by René Bull are full of spirit. We wish the book all success.

Æsop's Fables. Illustrated by MAUD V. CLARKE. (Price 7s. 6d. Cassell.)—This volume is very well got up, paper and print are all that could be desired. We find many excellent illustrations such as those to "The Eagle and the Rabbits," "The Raven and the Wolves"; others are not quite so happy—the ass, in "the Ass and the Lion Hunting," is not well proportioned, the lions are not always successful—but among so many illustrations it must always be possible to pick holes, and the general standard is high.

Grimm's Fairy Tales. Illustrated by HELEN STRATTON. (Price 5s. Blackie.)—We have already noticed in a former issue the very charming edition of Hans Andersen illustrated by Miss Stratton; we have only to add that this edition of "Grimm's Fairy Tales" is quite as attractive, and the lovers of Grimm and Hans Andersen will be equally satisfied.

Lollipop Town. (Price 1s. Wells Gardner, Darton.)—Quite a nice little reading book with very short and simple stories printed in large type.

Blackie's Children's Annual. (Price 3s. 6d.)—An excellent annual for children, containing fairy stories, tales of adventure, and simple verses. The illustrations, in many cases coloured, are by such well known artists as Gordon Browne, H. M. Brock, and others.

The Doll Book. By MAY GLADWIN. (Price 1s. Wells Gardner, Darton.)—A pretty little illustrated book for the nursery, with its talk of dolls and their owners in the land of make-believe.

Christmas at the Zoo, in Verse by W. BOYLE, with coloured Illustrations by HARRY B. NEILSON. (Price 2s. Methuen.)—This pictures for us all the Zoo animals playing at being men for the Christmas season, with what enjoyment we need only look at Mr. Neilson's humorous pictures to discover.

YEAR BOOKS.

The Englishwoman's Year Book and Directory, 1905. Edited by EMILY JANES. (A. & C. Black.)—It is not much good noticing books that are sent us if the notices are not read by publishers and editors. Twice we have called attention to an absurd blunder, and this year we find again "*Educational Times*, C. Arthur Pearson, 89 Farringdon Street, Journal of Council of Preceptors." We are bound, however, to bear witness that it is a book no working woman (in the largest sense of the word) can do without.

Who's Who, 1905. (A. & C. Black.)—In this contemporary autobiography (for so it might well be named) omissions that we pointed out last year have been rectified. If we might offer a suggestion, it is that the editor should exercise more freely his blue pencil. Thus, on the first page we find an American meteorologist, whose distinction we do not question, but we do not want nearly a page of his acts and writings.

Who's Who Year-book, 1905, contains the tables that used to appear in *Who's Who*. It is a most useful book of reference. As useful additions we would suggest Directors of Education under County Councils and Chief Inspectors of Schools.

William Tell told again. By P. G. WODEHOUSE. Illustrated by PHILIP DADD. (A. & C. Black.)—A very clever travesty of the Tell myth, and, though to Swiss it might well seem a profanation, it is not likely to corrupt the sentiments of English boys who have never visited the Tell chapel or read their Schiller. Here is a sample of the fun:

"Said Tell, 'This satrap of the Duke
Is sore in need of gumption:
With my good bow I will rebuke
Such arrow-gant presumption.'
'Stand back!' the soldier says, says he;
'This roughness is unseemly.'
The people cried, 'We *will* be FREE!'
And so they were—extremely!"

The coloured illustrations are very comic.

Tales of the Canterbury Pilgrims. Retold by F. J. H. DARTON, illustrated by HUGH THOMSON. (Price 6s. Wells Gardner.)—We remember "Canterbury Chimes" with the quaint illustrations from the Eglinton MS. as one of the treasures of our childhood, and we dimly recall at a later date a prosaic rendering of the Tales by the late Mrs. Haweis. Mr. Darton, unlike either of these, has not adhered to the text, but has essayed to do for Chaucer what the Lambs did for Shakespeare. He writes in simple nervous English without any affectation of archaisms, and he has the gift of the story-teller. Hugh Thomson has quite caught the spirit of Chaucer; his "Miller" and "Wife of Bath" are admirable.

Mrs. Leicester's School. By CHARLES and MARY LAMB. (Price 1s. Wells Gardner, Darton, & Co.)—We welcome another edition of this old friend, in a more "grown-up" dress than the last we noticed; and these stories are good reading—even more for elder readers than for young ones. The drawings are by Charles Brock, the print is clear, and the book light.

The Quiver. Yearly Volume. (Price 7s. 6d. Cassell.)—This year's volume contains, besides much good light reading, many interesting articles of a more serious nature, such as those on "Makers of Modern Christianity," "Temperance Notes and News," &c. There is also a series of hymn tunes by well known composers—Sir Frederick Bridge, Myles B. Foster, and others. Of the serial stories, "In the Straits of Time" is a very charming one by Christopher Hare, and Katherine Tynan's "A Troublesome Daughter" is full of interest. There are many excellent illustrations throughout—we would specially notice those of H. M. Brock, Fred Pegram, and W. H. Margetson; also some very good reproductions of photographs taken of recent discoveries in Palestine. It is impossible to mention all the many and varied subjects of interest touched on; but this volume is quite up to the level of its predecessors.

Pictures in the Tate Gallery. By C. GASQUOINE HARTLEY. With Illustrations. (Price 12s. 6d. net. Seeley.)—This is a most interesting volume, giving a short history of the origin of the Tate Gallery and a general survey of the artists represented there. The chapters are divided under such headings as "The Pre-Raphaelites," "Imaginative Art," "Classic Art," &c. Short accounts of the artistic development of the artists and the influences under which they came are given, their own words about their art often being quoted, and comments are made on many of their works. Although the reader may not agree with some of the criticisms expressed, he cannot fail to be interested in them. The twenty full-page illustrations are most beautiful reproductions, and are printed by permission of the Autotype Company.

The Manipulation of the Brush as applied to Design. By STANLEY THOROGOOD, A.R.C.A. (Price 4s. net. G. Philip & Son.)—This is a third edition, revised and slightly enlarged, of an excellent book. Exercises on these models should prove invaluable in forming a firm, and yet light, touch with certainty of effect.

The Ruby Ring. By Mrs. MOLESWORTH. (Price 4s. 6d. Macmillan.)—A pretty, fanciful story more in Mrs. Molesworth's old style than any we have lately seen of hers. Sybil is, perhaps, too disagreeable to begin with. Surely her own family would have risen up against her if she had been quite so ungracious, but that made fairy intervention only the more necessary. It strikes us as a mistake, artistically, to make "Auntie" conscious of what has been going on: it would have been better to let the knowledge lie between Sybil and her old woman. The illustrations, with one or two exceptions, are poor.

A Hero of Lucknow. By CAPTAIN F. S. BRERETON. (Price 5s. Blackie & Son.)—This story of Claude Watson's exploits is sure to be popular: the scene opens just before the outbreak of the Mutiny, and we follow Claude through many dangers and difficulties till we leave him in safety after the fall of Delhi. Needless to say that under all circumstances he displays astonishing coolness and address, and deserves the success with which he escapes out of the snares into which he falls. He even turns a mutineer thirsting for his blood into a devoted adherent, by dragging the man out of danger from a vault where he has just laid a train to fire some gunpowder. Captain Brereton gives us a vivid picture of some of the tragic scenes of the Mutiny.

Brought to Heel. By KENT CARR. (Price 5s. W. & R. Chambers.)—This story has already appeared in serial form. The way in which Mr. Rupert Firth brings St. Dunstan's to heel is most edifying as well as thorough, and boys will be much interested in following the process. Many of the characters are well drawn, though by no means pleasant, but "Muffins," pickle as he is, wins our sympathies. There are some good illustrations.

Viva Christina! By EDITH E. COWPER. (Price 3s. 6d. W. & R. Chambers.)—The hero, James Skene, volunteers to serve with the British Legion sent out in 1835 to Spain to fight against Don Carlos. The story is interesting—the movements of the troops, their hardships, the behaviour of the beautiful Spaniard, to whom intrigue and the playing of a part come so naturally, the self-sacrifice of Roland Wynne—are all vividly described, while John Drysdale adds a welcome touch of humour.

The Gold Bat. By P. G. WODEHOUSE. (Price 3s. 6d. Adam & Charles Black.)—An amusing school story, in which games, mischief, a secret society, and the ragging of certain of the masters afford a pleasing variety. Clowes in his unruffled serenity is most entertaining, and the illustrations are distinctly effective.

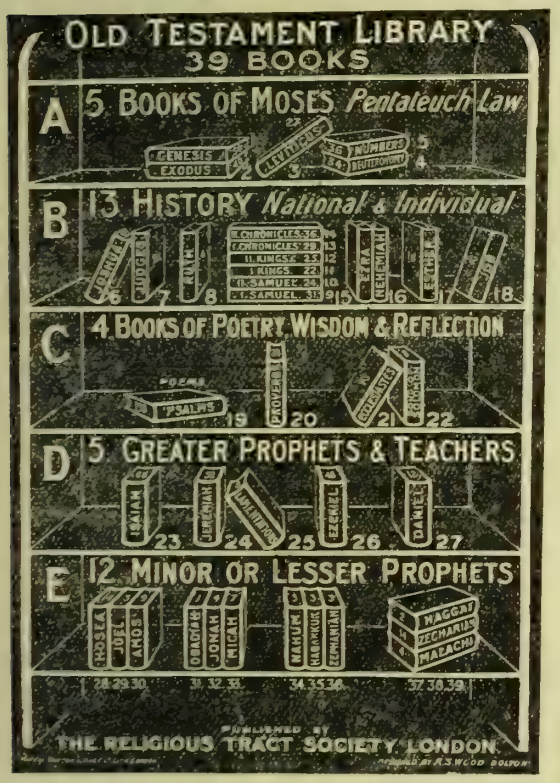
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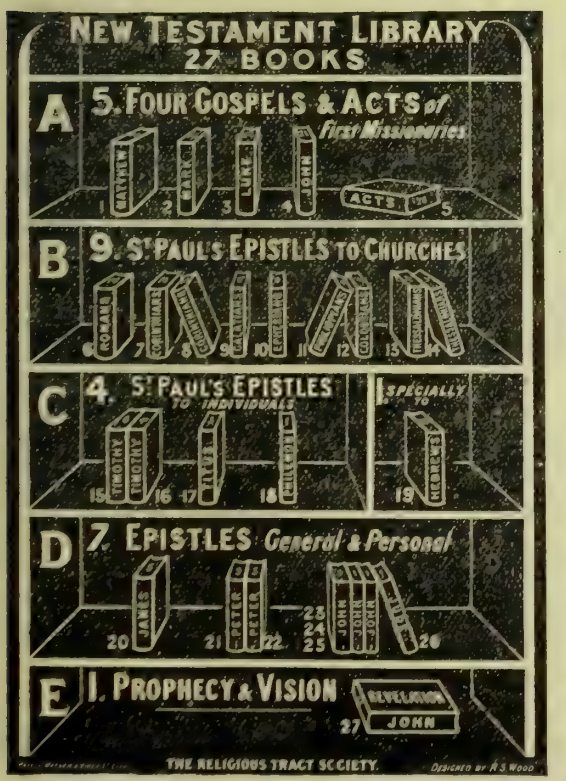
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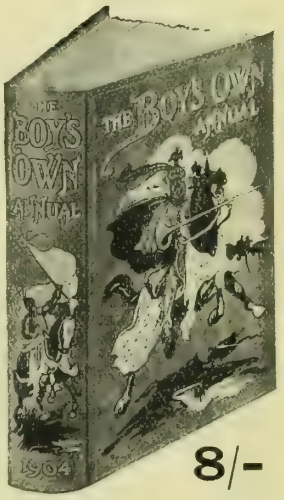
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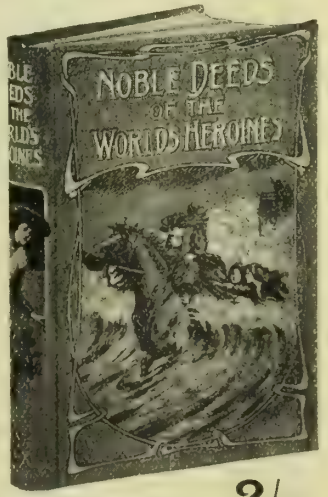
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Atoms of Empire. By CUTLIFFE HYNE. (Price 6s. Macmillan.)—The creator of Captain Kettle has informed the public that he makes it a point of covering at least ten thousand miles of new ground every year, but the sixteen sketches which make up this volume are bound by no such narrow compass. No need to add that there is plenty of *verve* and go in the adventurers; but we care less for the traveller's tales in the Munchausen vein, for instance, the resuscitated saurian in a Yorkshire cave. "Phantasms of Captain Kettle" would be a fitter title.

The Crusades: a Story. By A. J. CHURCH, illustrated by G. MORROW. (Price 5s. Seeley.)—We all know, at least by name, "Le Juif-Errant" of Eugène Sue, a pamphlet against the Jesuits in the form of a novel, and some may remember the abandoned project of Goethe to employ the legend as the *nexus* of an epic on the evolution and phases of the Christian Church. Mr. Church has used the myth in the more modern form transmitted to us by Matthew Paris to relate the history of the chief Crusades. He has perhaps wisely not attempted the almost impossible feat of making Cartophilas a conceivable character, but he has woven together with great skill the most telling parts of contemporary chronicles, translating them into that nervous, stately, unaffected English of which he is a past master.

Japan: the Eastern Wonderland. By D. A. ANGUS. With 48 full-page Illustrations. (Price 2s. 6d. Cassell.)—This new edition of a deservedly popular work has been revised by a Japanese official. A Japanese gentleman recounts his life in simplest form for the benefit of his small English friends whose acquaintance he has made in London. The illustrations are from photographs taken for the purpose, and these with the text convey a vivid and, and as far as it goes, a truthful impression of the character of the country and its inhabitants. May we not hope for a continuation bringing the story up to date and telling the marvellous story of the transformation from an Eastern feudalism to a civilization far in advance of Russia?

Tales from Plutarch. By F. J. ROWBOTHAM. (Price 5s. Fisher Unwin.)—Mr. Rowbotham has chosen four of the "Lives"—two mythical and two historical—Theseus, Romulus, Fabius Maximus, and Alcibiades—and presented those parts of them that are likely to appeal to boys and girls in an expanded and thoroughly modernized form. Thus we are introduced to Alcibiades first playing ninepins in the street and then seated on a bench in a tapestried room with chimneys, and, when he disappears, his guardian proposes that he should be cried by the beadle. Mr. Rowbotham knows how to tell a story; but we confess that this staging is not to our taste, and in the scene on the Acropolis with Socrates the moon seems as much out of place as in the famous Paris letter of the *Daily Telegraph's* correspondent. Socrates, too, converses more in the style of "Eric" than of the "Symposium."

Mr. George Allen sends us *The Seven Lamps of Architecture* in the "Ruskin Pocket Edition," in cloth, 3s. 6d. net; leather, 4s. 6d. net. The volume is nicely bound, well got up, and the print is good. The aphorisms are in larger type, and thus easy to distinguish. All the illustrations are included: they are printed from half-tone reproductions of the original plates, except in the case of the frontispiece, the beautiful tracery from Giotto's Campanile, which is from the original engraving.

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MR. SADLER ON SALARIES.

MR. M. E. SADLER'S Report on Secondary Education in Liverpool, to which a passing reference was made last month, is a goodly volume of two hundred and thirty pages crammed with facts and illustrated by elaborate statistical tables. The labour involved in its preparation must have been herculean, and not even Mr. Sadler could have accomplished it in the time had he not been aided by several assistants, among whom we may mention Mr. Cloudesley Brereton and Mr. J. L. Holland.

Voluminous and detailed as the Report is, there is no lack of interest even for outsiders. Out of the *disjecta membra* of a huge and educationally chaotic city Mr. Sadler has built up in idea an organic whole, and, in discussing local problems, has given us his conception of reformed national systems of secondary education. It is addressed *urbi et orbi*. It is only with the general aspects of the Report that we can here deal; but in order to appreciate the conclusions a brief *résumé* of the premisses on which they were founded is essential.

The defects in the secondary education of Liverpool are glaring. The percentage of boys at the present moment in secondary schools (including the higher departments of public elementary schools) is ·4, and of girls ·37. Measured by the standard actually attained in Birmingham, the Liverpool total is nearly 3,000 short. Where there are now 5,621 pupils, there should be 8,602. In this calculation no allowance is made for the 800 pupils attending Liverpool secondary schools whose homes are outside the city boundaries. Further, there has been during the last quarter of a century an actual decrease. "There has been a decline from 3·87 per thousand in 1864 to 3·08 in 1891, and from that to 1·91 in 1903."

Another weak point, which is graphically illustrated in the volume, is the short duration of school life for the Liverpool boy. The girls come out better, but it is only a fraction of a fraction of the boys who are kept at school for a full four years from twelve to sixteen—less than 10 per cent. in the Commercial School of the Liverpool Institute.

The financial aspect of the question is no less serious. Schools

are understaffed and teachers are underpaid. Assistant masters have to eke out a bare living by taking extraneous work, injuring thereby their own health and their efficiency as teachers. Liverpool has virtually no educational endowments, and the main conclusion drawn from this inquiry is that the deficiency must be made good by public moneys, whether drawn from rates or taxes.

It will be convenient to take this last point first and discuss Mr. Sadler's budget. It is a defect in the Report that it gives no estimate of what the cost to the ratepayers of Liverpool would be if the scheme of secondary education was carried out in its entirety, but from the figures here given it would be easy for any Educational Committee to make a rough calculation. First, then, Mr. Sadler points out that in no case should the proportion of pupils to masters exceed 20 to 1, while in small schools it must be considerably lower. Further, he reckons that the cost per head (apart from cost of buildings and interest on capital charges) will vary from £25 to £15 according to the grade of school. Fees should cover from something under a half to a third or less of this expense, and, roughly, one-fifth of the pupils should be non-paying scholars. This works out for a higher secondary school, like the Liverpool Institute, as follows :—

300 boys (60 scholars) at £9	£2,160.
Government grant	700.
Gross cost	6,900.
Net cost	4,100.

Adopting Mr. Sadler's figures, and striking a general average, we may put it that the public cost of a secondary scholar will be about £10 a year. This he would have borne in equal proportions by the local rates and a State grant.

Such a stride in the direction of gratuitous secondary education—an Americanizing of our institutions, as opponents will call it—needs justification, and we wish that the defence had not been relegated to a brief foot-note. But, if we once concede that it is essential for the common weal to have a system of secondary day schools on a higher plane of intellectual efficiency, and that without delay, we shall not be inclined to boggle over the cost, or the method of meeting it. The arguments in its favour are : (1) A sudden rise in school fees would defeat its own object and reduce even present numbers. To create the demand we must begin by supplying the genuine article below cost price. (2) There is no injustice in charging the general public for schools designed primarily for the benefit of the middle classes. "The whole community will gain indirectly by the first-rate intellectual training of the specially gifted boys of all classes." (3) The cost, which would confessedly run into many millions, need not all be incurred at once. Mr. Sadler lays down, and we are glad to find him backing an opinion that we have often expressed, that, if it is a choice between alternatives, it is far better to provide a limited number of first-rate schools at a high charge than a multitude of inferior schools with low fees and underpaid staffs.

The question of salaries is the last point in the Report with which we propose to deal in the present article. Mr. Sadler sees clearly that it goes to the root of the matter, and he tells the Education Committee what he thinks with refreshing plainness of speech. The great majority of the assistant masters and mistresses of Liverpool have not been paid "proper salaries."

In nine secondary schools for boys in Liverpool there were employed at a recent date more than seventy assistant masters on the permanent staff. Some of these masters had served their schools nine years and upwards. Nearly a third of the whole had been serving for at least four years. The average salary of the whole number, seniors and juniors alike, was only £151. 5s. 6d. per annum. The salaries ranged from £342 to £75.

We need not follow Mr. Sadler in retracing the disastrous consequences of this prevailing underpayment; for Liverpool is no worse sinner than the rest. Our schools are staffed by inferior men, and a still worse race will succeed as the cost of training increases, and men of capacity are less and less inclined to enter a profession where the prizes are few and the rank and file barely earn by overwork a living wage.

Mr. Sadler is not content with negative criticism. He proposes a scale of salaries which to governing bodies accustomed to present rates may seem exorbitant, but will commend itself to indifferent judges who, like Mr. Sadler, have considered both the demand and the supply, who can appreciate both what manner of man a teacher should be and all that goes to his making.

When we consider the cost of educating a secondary-school master for his profession, and the responsible duties he is called upon to perform, we shall not deem a salary commencing at £150 a year, with annual increments of £10 up to £300, an unreasonable minimum for a fully qualified graduate master in a secondary school. [This is to be the normal salary]. The other on a higher scale, applicable to cases of special excellence and ability, and brought into operation by the Governors, on the head master's recommendation, when it was thought expedient to secure or to retain the services of a teacher with specially high qualifications for the work of the school.

To bring this happy consummation to pass, the eyes of business men must be opened. They must be made to see that it will pay them to have at starting clerks and employees with trained intelligence, and that this training can only be given by men of capacity who have themselves undergone a long and expensive training. "At present the educational system of Liverpool [and of England] sags in the middle, like a tent without a centre-pole. It needs a firm centre-piece."

CORRESPONDENCE.

SCHOLARSHIPS AND COURSE OF PREPARATION FOR PRIMARY-SCHOOL TEACHING AS A PROFESSION.

To the Editor of The Journal of Education.

SIR,—It seems that the new arrangements of the Board of Education for obtaining the future supply of primary-school teachers from the secondary schools are not yet fully known. Boys and girls who have been educated in elementary schools may still rise to be teachers in those schools, but it is intended that they shall pass through a recognized secondary school.

The Local Education Authorities—especially the London County Council—are about to carry out the new regulations. The course of preparation, commencing at the age of fourteen, will, as a rule, last for six years, but the period can be shortened if the age and attainments of the candidate allow. The following is the course :—(1) Two years at a secondary school from fourteen to sixteen ; (2) two years at the same school or some other secondary school approved by the Local Education Authority from sixteen to eighteen, when half the time will be given to teaching and half to being taught ; (3) two years at a training college, from eighteen to twenty.

To girls the London County Council are awarding scholarships at the following rates :—£12 the first year, £12 the second year, £20 the third year, £26 the fourth year, £15 on going to a training college—total, £85. All fees, &c., are paid and books provided, which is worth from £80 to £100. For these scholarships the London Education Authority will hold an examination once or twice a year. Over a thousand scholarships have been awarded this year, and it is expected that another thousand will be given in June, 1905.

The Local Education Authorities are fast providing training facilities so that all students may finish their course at a training college, if they get into the first or second class of the King's Scholarship Examination, or pass a qualifying University Examination. The reason why these liberal inducements are offered is that there is such a serious dearth of primary-school mistresses.

It is well to point out some of the advantages of primary-school teaching for girls :—(1) The expense of preparing for it is less than for many other professions. Free education from fourteen years of age is offered, together with a maintenance allowance of from £12 to £26 a year, which for the four years is worth at least £150. (2) There is no difficulty in obtaining a great choice of appointments. There is reasonable security of tenure, and teachers are not asked to resign on reaching middle life. (3) The holidays are eight weeks in the year, with a whole holiday on Saturdays. (4) The initial salary begins at about £80 a year for assistant mistresses and rises to £145. Salaries

of head mistresses rise to as much as £300 a year. (5) Other educational appointments under Local Education Authorities are open to primary-school teachers. (6) Mistresses are generally not obliged to give up teaching on marriage. Widows can always resume teaching if they wish to earn their own living. (7) There is a Government pension, which is a real advantage for a mistress, in the shape of either a disablement allowance on breakdown of health, or a superannuation allowance at sixty-five years of age.

There is a word of warning necessary. Elementary-school teaching must not be looked upon as a profession for a mistress to fall back upon after failing in a secondary school. Educated women who are earnest and enthusiastic, and will take the trouble to master the details and difficulties of this branch of the profession, are sure to get on if they have any natural liking for the work. The earlier it is taken up, the easier will a teacher find it to adapt herself to her new surroundings. The London Education Authority will recognize the qualification of secondary-school mistresses whose names are on Column B of the Teachers' Register, but only as uncertificated teachers.

Speaking in a general way, there are three stages of the primary-school teacher's preparation, and students can start at any stage. These stages can be entered by the three following University examinations, or similar ones, which take the place of the usual Government examinations:—(1) Oxford or Cambridge Local Examinations for Junior Students; (2) Oxford or Cambridge University Local Examinations for Senior Students; (3) a degree or its equivalent, together with one of the University teaching certificates. No. 1 (Oxford or Cambridge Junior) admits a girl to the four years' course. No. 2 (Oxford or Cambridge Senior, London Matriculation, &c.) admits a student to a training college for two or three years, with a King's Scholarship which is worth about £90. A student may not enter a college until she is eighteen. No. 3 (a degree, &c. with a teaching diploma) admits a teacher to work in a primary school as a fully qualified mistress. But, before going to a training college, or, if a training college course is not taken, before accepting an important or permanent post, it is well for a girl to go into some good primary school to see how she gets on and whether she likes the work.

To sum up—(1) it is intended that those preparing for primary-school teaching should be educated at a secondary school for a part, if not the whole, of their school life. (2) The London Education Authority are granting scholarships amounting to over £100,000 a year for this purpose and a further sum for training students at college. These scholarships are open to all girls between the ages of 14 and 16 in the County of London. (3) University examinations can be taken in place of the three Government examinations. Scholars can remain at a secondary school, instead of attending a pupil-teacher centre, until they go to a training college at eighteen years of age.—I am, Sir, your obedient servant,

J. BAYFIELD CLARK.

St. Saviour's Vicarage, Herne Hill, S.E.
November 19, 1904.

ASSOCIATION OF TECHNICAL INSTITUTIONS.

To the Editor of The Journal of Education.

SIR,—In the "Occasional Note" "Polytechnics, Combine!" of your last issue, you say: "the membership of the Association of Technical Institutions is confined to principals," and on this assumption you proceed to recommend an amalgamation of this Association with the newly formed Association of Teachers in Technical Institutes. Will you permit me to say that membership of the Association of Technical Institutions is not confined to principals? Each affiliated institution may nominate two representatives, and, although it is customary to appoint the Chairman (or some other member of the governing body) and the Principal (or Secretary), there is no restriction, and institutions are free to appoint any one or two persons they please. Hence, several institutions send a member or members of the governing body only, while at least one institution sends the Principal and a member of the teaching staff. This equal membership of governors and officers is indeed a characteristic feature of the Association, and differentiates it materially from bodies of teachers only as much in its objects as in its constitution. You will, therefore, see that it is scarcely suitable for the union you suggest.—Yours faithfully,

SIDNEY H. WELLS,
Hon. Secretary.

Battersea Polytechnic, London, S.W.
November 14, 1904.

THE TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND.

[*By a resolution of the Council, of June* 19, 1884, "The Journal of Education" *was adopted as the medium of communication among members of the Teachers' Guild; but* "The Journal" *is in no other sense the organ of the Guild, nor is the Guild in any way responsible for the opinions expressed therein.*]

THE Council met on November 3, in ordinary meeting, and later on the same day in special meeting, at the Offices of the Guild. Present: Mr. S. H. Butcher, Chairman; the Rev. J. O. Bevan, Mr. H. Courthope Bowen, Miss H. Busk, Mr. R. F. Charles, Mr. G. F. Daniell, Miss F. Edwards, Mr. C. Granville, Mr. J. R. Langler, Miss Newton, Miss K. Stevens, Mr. F. Storr, Mrs. J. S. Turner, Mr. W. Trevor Walsh, and Mr. J. S. Wise.

The General Secretary announced that he had been co-opted to a seat on the Special Board for Holiday Courses for Foreigners in England by the University of London, along with Mr. John Russell, as a representative of the Guild on the Board. He also announced that Mrs. Woodhouse and Miss Rigg had accepted co-optation as General Members of Council to fill the two vacant seats.

He communicated the reply of the Sheffield Branch to the suggestion that they should receive a Joint Conference of Educational Associations and the Teachers' Guild Conference at Eastertide, 1905. The Branch regretted that, owing to several reasons, they were unable to act on the suggestion, but offered a cordial welcome for the corresponding season in 1906.

On the General Secretary's report, eight applicants for membership of the Guild were elected—viz.: Central Guild, 4; Oxford Branch, 4.

A proposal from the National Union of Teachers to send copies of the resolutions on the subject of "The Promotion of Children from Elementary Schools," adopted at a Conference between representatives of the Union, the Assistant Masters' Association, and the Guild, to all Local Education Committees, over the signatures of the officers of the three Associations, was accepted in so far as the Guild is concerned. The resolutions were set out in the last number of the *Teachers' Guild Quarterly*.

It was decided, as Christmas Day falls on a Sunday this year, to close the Guild Offices and Library from 6 p.m. on Friday, December 23, till 10 a.m. on Tuesday, December 27.

Certain names of persons who might be asked to succeed Sir Oliver Lodge in the post of President of the Guild on the expiration of his presidential year were mentioned, but definite action was postponed.

The progress made in the direction of forming a Branch at Cambridge was reported by the Organizing Committee; also suggestions for the development of the *Teachers' Guild Quarterly* as the organ of other "allied" associations as well as of the Guild, with shorter intervals of publication. The Committee were asked to supply more definite and detailed information to the next meeting of Council.

The Special Council sat to receive the report of a Special Committee appointed to consider the present position of the Guild and draft suggestions as to future policy.

The report of the Special Committee included a memorandum on the subject of the reference to them which had been submitted to them by the General Secretary.

The following recommendations were sent up by the Special Committee:—"That the Council should take active steps (1) to press the question of the better remuneration and better tenure of teachers; (2) to endeavour to get a more satisfactory Teachers' Register—the Council itself to formulate a scheme for an improved Register; (3) to secure the thorough reform of our present system of external examinations; (4) to maintain and emphasize our defence of the interests of efficient private schools; (5) to attempt to increase the representation of the primary-school element in the Guild; (6) to emphasize the pedagogic side of our work—*e.g.*, by reviving the Education Society within the Guild."

The report was carefully considered, and the Council decided upon taking definite action in several directions with a view to carrying out its chief recommendations. The Political Committee were instructed to formulate a scheme for a new Register with no distinction as to the class of school in which the teacher is employed.

Under head (3), the report of the Education and Library Committee on the suggestions of the Consultative Committee, Board of Education, for a system of school certificates was taken. The suggestions were sent up approved by the Education and Library Committee with a few modifications in Sections (3), (9), and (15), the last being to the effect that "there should always be an oral, as well as a written, examination where practicable; but an oral examination should be compulsory in the case of modern languages." The Council adopted the report, and ordered the suggestions, as modified, to be sent in, approved, to the Board, the views of the Guild, among other bodies, having been invited. It was decided to take steps as soon as possible to increase the representation of the primary-school element on the membership

roll of the Guild, and the recommendation that the pedagogic side of the Guild's work should be emphasized, and that the work of the Education Society should be revived, was cordially endorsed.

It was decided to hold a Congress of the Council and officers of the Central Guild and Branches in January, 1905, to discuss the new programme of work, and to take steps to strengthen the organization of the Guild for the purpose of carrying it out efficiently. The arrangements of the agenda and other details connected with the Congress was referred to the Organizing Committee.

Several reports of Committees were held over through lack of time to discuss them, and the next meeting of Council was fixed for December 1.

CENTRAL GUILD.

A conjoint meeting of the Central Guild, London Sections, was held at 74 Gower Street, on Friday, November 18, at 8 p.m., Mr. R. F. Charles, Chairman of the Central Guild Council, in the chair. In spite of the unfavourable weather, there was a good attendance of members, who showed themselves keenly interested in the subjects under discussion. The Central Guild at present holds two conjoint meetings in the year, and they are the means of bringing London members together for the discussion of topics interesting to all. On November 18 the subjects discussed were: (1) "What can Teachers do to develop in their Pupils a Taste for Reading worthy of the name?" (2) "The Place of Art and Handwork in the School Curriculum." Miss M. M. Penstone opened the first subject with a very interesting paper,* in which she dwelt upon the presence of the literary sense in children in an elementary form. She urged the practice of reading aloud to children, and showed the influence of good books on the development of child character. Mr. Storr urged that reading needed defining; there was a danger of excessive reading. He advocated the formation of school and form libraries. Other interesting papers were read by Miss Gray and Mr. Daniell. The Rev. J. Bevan contributed to the discussion the resolutions passed at a meeting of his Section (E) on the subject. The discussion was continued by many members present, but, as the hour was growing late, the Chairman was obliged to direct attention to the second subject. Mr. E. Cooke thereupon read an extremely interesting paper on "The Treatment of Art in our Schools," and his words—for he spoke as an authority—were followed with the greatest attention by his audience. An informal discussion followed, but the lateness of the hour prevented so full a treatment of the paper as it merited. The meeting broke up at 10.30.

BRANCHES.

Manchester.—"The Curriculum of a Preparatory School" was the subject of discussion at a joint meeting at the Manchester University of the Manchester Teachers' Guild, the Froebel Association, and the Child-Study Association on the evening of November 18. Miss Caroline Herford, who introduced the subject, said that in no branch of education was the indifference of the community so marked as in the training of young children. For the comparative neglect of the claims of the young children all were responsible—parents, teachers, governing bodies, and, not least, all who helped to form that intangible, but powerful, force public opinion. There were, however, encouraging signs that the importance of beginnings was being realized more than was the case twenty years ago. Independent schools were springing up devoted to young children only, but reform was far slower than safety demanded. "The time-table of a preparatory school should stand in the same relation to educational ideals as works should do to faith. What a wonderful change there would be in the education of the country if the educational beliefs expressed on so many platforms took immediate and active shape in school time-tables!" The school could not lay the foundations—that must be done in the home; it must help the child to build the first story. Looked at from the child's point of view the aim of the teachers would be to aid in the child's healthy all-round development; if they looked at it from their own point of view, they would be satisfied with instruction. "If we make growth our watchword, we shall find every one of the child's varied interests worth cultivating, and we must make a time-table which is the despair of the tabulator."

Norwich.—Mr. Garrod, the General Secretary of the Teachers' Guild, addressed a meeting of the Norwich Branch at the High School in the evening of November 18 on the subject of "The Living Wage for Teachers." It was not, he said, a subject which he would have chosen to discuss but for the reason that the educational condition of this country brought us face to face with these facts; that we were making every year greater demands on the teachers, we were realizing the importance of education as a form of national insurance, and that the United States and Germany were going ahead very fast, and that to meet these conditions the highly qualified teacher must be a highly qualified human being, whereas the present remuneration of teachers had of late years, especially among men, tended to keep the best talents out of the profession. Among Oxford and Cambridge Honours men the percentage entering the teaching profession had been steadily dropping. Comparing the attractions of the teaching profession with that of the general practitioner in medicine, the solicitor in law, and with the Civil Service, it would be found that after a period of a few years all these would expect to be getting a larger income than an assistant teacher's, and one larger out of all proportion to the extra expense of preparation. Against this might be set the advantage that the teacher could commence earning some, though a small, salary earlier, an advantage, however, that tended to keep down the scale of payment. There was the consolation that the art of teaching appealed to men's instincts as a high ideal, though this scarcely made up for the difficulty of providing for old age, and there was the advantage of long holidays, the cost of which sometimes made them not an unmixed boon. On the other side there was the rather poor estimation in which the profession was held by the general public to balance against its high character, the uncertainty of tenure, and the early age at which the value of a teacher's work was thought to decline, unless he obtained a head mastership. He thought it was clear that the disadvantages outweighed the advantages, and he greatly feared that in consequence of this absence of a living wage for men we were drifting towards the condition of the United States, where 90 per cent. of the teachers were women, who, unfortunately, have few alternative careers open to them. This some members of the Mosely Commission had felt to be a seriously weak point in the American educational system, for it tended to substitute the education of interest (*i.e.*, the method of Froebel) for the education of effort. He defied any woman to understand the discipline and control required by boys over thirteen, and many people of intellectual position who had been to the United States were impressed with the softening influence of the education under existing conditions. Another result of the low salaries was that the profession was rapidly becoming a celibate profession. The remedies the lecturer suggested were that the fees in many schools might well be raised, which would, however, only touch the fringe of the problem, and that the sum required to raise the salaries of teachers to an amount which would permit them to live a full life must come in the main from the public purse—partly from the rates, partly from the taxes. Some discussion followed, after which a vote of thanks to Mr. Garrod was moved by Dr. Wheeler.

Three Towns.—The opening meeting of members of the Three Towns Branch was held on November 15 at the Plymouth Athenæum, the President (Mr. Alonzo J. Rider) presiding over a capital attendance. Mr. G. P. Dymond (Hon. Secretary) announced that it had been arranged that Prof. John Adams, of the University of London, should address the Branch in the spring of next year, and of the subjects suggested the meeting selected "The Art of Forgetting." Mr. Rider then delivered his presidential address. He first drew attention to the capital programme drawn up for the current session, for which their thanks were due to the Secretary, and hoped they would show their appreciation of Mr. Dymond's work by regularly attending the meetings and taking part in the discussions. Proceeding to speak of the educational outlook, he said they were doing their best to secure the most perfect system of education that could be devised, and he thought that contrasted very strongly with the apathy with which educational matters had for many years been regarded. The Act of 1902, so far as it related to primary education, might be called a silent revolution. It had given more than half the children attending our elementary schools the same chance of systematic and careful teaching that was accorded to the schools that were under the old School Boards. The Act, like all others, had, of course, its blemishes, and he could quite understand those who, from a religious point of view, felt that an injustice had been done to them; but he thought the proper course for them to adopt was to work as hard as they could to get the Act altered in the way in which they desired. He was bound to say that with regard to those who held strongly those opinions in the Education Committee at Devonport he was really delighted to find a spirit of absolute fairness dictating the whole of their conduct in the administration of that Act. With a body of enthusiastic teachers who left no stone unturned to produce the best results with the means at their disposal they could feel satisfied that the superstructure of secondary and technical education would be laid upon a very sure foundation. He was one of those who felt that the framers of the Bill were wise in not rushing the matter of secondary education too quickly, and not raising hopes which were likely to be disappointed, and, although the space allotted in the Act to secondary education was so small, yet they must feel after the Act had been at work a little more than twelve months what had been accomplished in that direction was little less than marvellous. One of the first things that had helped to place secondary education in a position which was likely hereafter to produce good results was the measure providing for the registration of teachers, thus giving them the status of a learned profession. It was a step in the right direction, but it could not give that which the other learned professions had, namely, the authority which came from the possession of strictly professional knowledge. This could only come from systematic and technical training in all the matters in which an expert knowledge was necessary to the teacher. The mere possession of academic knowledge was not a sufficient guarantee that they possessed the full conditions required by professional educationists. In the future the secondary teacher must be

* Published in the December number of the *Teachers' Guild Quarterly.*

a trained teacher, just as his primary brother had been. That was one of the principal ideals they must have before them. But the question as to how that was to be done was extremely difficult of solution. It should not be forgotten that this class of teacher—one who had to go through a long and expensive training—was not going to be a cheap article, and rightly so. Therefore one of the first things necessary was that the trained teacher must be well paid. The next consideration, and one which was hardly less important, was the position which the Board of Education had taken up, and he was glad the Board was controlled by experienced educationists to whom were due the admirable proposals for the conduct of the secondary schools as embodied in the regulations recently issued. These schools provided for a thorough course of instruction extending over four years, and included in their curriculum literary as well as scientific subjects. The speaker contrasted that with the former condition of things which existed under the Science and Art Department. There were also the private schools to consider. He believed these were doing more than one-half of the work of instructing the pupils in secondary schools. The point was what was to become of them. In his judgment it would be a monstrous injustice if the Education Authorities were to attempt to supplant those without first carefully examining into their condition and seeing whether by any means they might not be worked into the whole system. Unfortunately it was too often the case that public bodies, when entrusted with public money, were prone to look upon their own work as being alone worth considering, and especially was that so in matters of education. In some localities the Authorities had ridden rough-shod over the private schools which were doing really excellent work. Continuing, the President thought the present appeared to be an opportune time for making an endeavour to secure concerted action between the Education Authorities of the Three Towns. The Chairman of the Plymouth Committee stated last week it was a pleasant feature that the Devonport Authority were anxious to unify their methods and arrangements, so that they should not come into competition with each other. He (the speaker) was sure they all felt gratified at the birth of that spirit. There was much educational work that could be done more efficiently and economically if united action were taken. The Devonport Authority had already referred to a Sub-Committee the whole question of secondary education, but he was not aware whether Plymouth had moved in the matter. If they had not, it would be worth while keeping the point in view. The question of establishing local scholarships ought also to be considered. The President concluded with an appeal for greater interest to be taken in the Guild, and enumerated the objects which it had in view.

The following is the programme of meetings of the Branch during the session 1904–5, to be held at the Athenæum, Plymouth :—October 25, 1904, Conversazione; November 15, "The Educational Outlook" (the President); December 2, "Sidelights on American Education" (Mr. G. P. Dymond, M.A.), Council Meeting at 7 p.m.; January 24, 1905, General Meeting to complete arrangements for Local Conference; February 8, afternoon, Educational Conference; evening, "The Art of Forgetting" (Mr. John Adams, M.A., B.Sc., Professor of Education, University of London); February 28, "The Working of the Education Act" (Mr. F. H. Colson, M.A.), Council Meeting at 7 p.m.; March 17, "A Tour in Brittany," with limelight illustrations (Miss Raymond); April 4, Annual Meeting.

Worcester, Malvern, and District.—The annual business meeting of the Branch was held at the Worcester High School on November 9, the President, the Rev. S. R. James, Head Master of Malvern College, in the chair. After the transaction of the necessary business, which included the election of Miss Farquhar, Kingussie, Shrubbery Avenue, Worcester, as the representative of the Branch on the Council of the Teachers' Guild, a most interesting paper was read by Mr. Appleton, of Malvern Link, setting forth a scheme for the co-ordination of elementary and secondary education in the city and county of Worcester. This paper led to a discussion, in which Dr. Rawson (Director of Education) took a leading part. The chief question discussed was what arrangement of the time of pupil-teachers between the secondary and elementary schools would lead to the maximum of advantage to the pupil and the minimum of inconvenience to the secondary school. The possible plans laid before the meeting were: (1) The attendance of pupil-teachers at a secondary school as half-timers, either on five half-days per week, or in alternate weeks; (2) their attendance at a secondary school as full-timers between the ages of twelve and sixteen, and also between the ages of seventeen and eighteen, the intervening year being spent chiefly at an elementary school, making the attendances required by the Regulations of the Board of Education. Many objections were found to both these plans, and the hope was expressed that it would be possible in the future to so arrange the work of the pupil-teachers that they might not be too heavily handicapped in their competition with the pupils who could spend their whole time in the secondary school. The following resolutions were adopted :—"That, in the opinion of this meeting of the Worcester, Malvern, and District Branch of the Teachers' Guild, all teachers, both heads and assistants, in secondary endowed schools regulated by schemes made by the Charity Commissioners and Board of Education, should have a right of appeal in case of dismissal." "That the above resolution be sent to the members of the Board of Education, local members of the legislature, teachers' associations, and the Press.

JOTTINGS.

THE Ladybarn House School at Withington, which was started in 1873 by Mr. W. H. Herford as an experiment in co-education on Froebelian lines, has recently been taken over by the Manchester Education Authority. There are at present about seventy pupils in the school. No distinction of sex is made either in work or in play.

THE TEACHERS' REGISTER AND THE BOARD OF EDUCATION.

The Board, to its primeval log returned,
Comes to a dead stop at thy claims, A. B.
Is it not plain the Board has not yet learned
Its A B C? E. D. A. M.

MR. THOMAS ALLEN sends us a leaflet advocating a separate column in the Register for wrongfully dismissed head masters. We would rather group them as martyrs with the elect of 5 (1) (a). And is there to be a column for the wrongfully dismissed assistant masters?

THE Manchester Education Committee is making arrangements for a penny dinner to be supplied in schools where the need exists.

THE KING delighted the children of Dersingham, a village on his Norfolk estate, by a visit of inspection last month. The only disappointment was that he did not wear his crown.

THE congratulatory telegram sent in Latin by the German Emperor to President Roosevelt suggests a new incentive to the study of this language among business men, seeing how much meaning can be packed into a few Latin words.

SIR KENNETH MUIR MACKENZIE, K.C.B., K.C., has been elected Warden of Winchester College, in accordance with the new statutes. Lord Selborne and Mr. F. G. Kenyon are the new Fellows.

DR. FREDERIC ROSE, H.M. Consul at Stuttgart, and author of well known consular reports on technical education in Germany, has been appointed Assistant Educational Adviser to the London County Council, at a salary of £600, rising by £50 to £800. The other selected candidates, out of 166 applicants, were Dr. Fechheimer Fletcher and Mr. F. E. A. Trayes.

THE annual report of the Gordon Memorial College at Khartoum states that there are 53 students in the department for training schoolmasters and judges, and 150 boys in the primary department.

MONSIEUR DEBAILLEUL has been appointed French Lector in the University of Cambridge.

ACCORDING to the report of the Central Welsh Board, there are 8,789 pupils in the intermediate schools of the Principality. Of these 167 entered for the Board's Honours Certificate and 137 gained it. In the next stage, the Senior Certificate, 528 passed out of 848; for the Junior Certificate there were 1,339 pupils examined, and 777 were successful.

DR. WINDLE, Professor of Anatomy and Anthropology at Birmingham, has been appointed President of Queen's College, Cork.

THE proprietors of the Kingston School, Yeovil, have consented to sell the buildings to the town for the sum of £3,000. The school will therefore be carried on as a public secondary school supported by the Town and County Councils

PROF. SADLER has been engaged by the Education Committee of Essex to make a special survey and report on secondary schools and higher education generally within the county, at a fee of three hundred guineas.

DR. WOOD, Head Master of Harrow, stated the other day that every boy in the school is being taught how to use a rifle.

DR. FRY, of Berkhamsted, and Prof. Whitehouse have compiled the syllabus of religious teaching adopted by the Herts County Council.

AT the banquet on Founder's Day, on the 351st anniversary of the foundation of Christ's Hospital, compliments were exchanged by telegraph between the diners and the Prince of Wales, who is President of the Hospital.

IT is stated that Dr. Warre, on leaving Eton at the end of the next summer term, will retire to the Manor House, Finchampstead, near Wokingham. Among the candidates for the Head Mastership we omitted last month by inadvertence the Rev. S. R. James, of Malvern College, who was for eighteen years an Eton master.

THE London County Council has decided to seek parliamentary powers to purchase the mansion of the late Colonel North, at Eltham, for a residential training college. Of the whole estate of eighty-four acres, not more than four are to be reserved for the college grounds. The rest will form a public park.

A CORRESPONDENT in the *Times* gives a long list of great Japanese noblemen and prominent officials in Tokio who have studied in the University of Cambridge.

MISS STRONG, "persuaded," in her own words, "by the Bishop of Lahore that work was waiting to be done in India, for which her experience specially fitted her," resigns the Head Mistress-ship of the Baker Street Church of England High School. She is succeeded by Miss Horner, who was for many years an assistant mistress in the sister school in Graham Street.

THE "Rudens" of Plautus was given with great success at Radley College last month. One of the staff painted the scenery; another composed music for the chorus of fishermen.

MR. JOHN MORLEY has received the honorary degree of LL.D. from McGill University, Montreal.

M.A. sends us the following gems from the composition of sixth-form girls in a high school:—"Little houses which looked to us like dolls, surrounded by beetling crags."—"De petites maisons qui ressemblaient à des poupées circoncises de pierres aigues." "At midday you cannot see an inch before you."—"A midi on ne peut voir une puce."

WE hear too much, perhaps, of pupils' howlers and too little of those of their instructors. An Australian, writing to the *Times*, states that at "a school of good repute" to which he sent his daughters they were asked by the mistress to speak "in their own Australian language," and subsequently informed in a geography lesson that Australian flowers have no scent and that Australian birds do not sing. Inquiries were likewise made as to the kind of money used out there.

THE *Cambridge University Reporter* gives a list of the places of education from which students have entered the University in the last two years (Michaelmas, 1902–1904). We give in order the schools credited with forty students and over:—Eton, 128; Harrow, 112; Marlborough, 82; Rugby, 78; Clifton, 69; Uppingham, 66; Charterhouse, 61; Cheltenham, 55; St. Paul's, 49; Haileybury, 47; Dulwich, 44; Wellington, 44; Tonbridge, 43; Malvern, 43; Shrewsbury, 40. Only 119 are entered under "Private," and no less than 192 are "Foreign and Colonial."

ETHEL flies in tears to her mother. "What's the matter, darling?" "O Mummy, Frankie and I have been playing at Garden of Eden, and I gave him the apple and he's gone and eaten the whole. It's a horrid shame."

UNIVERSITIES AND SCHOOLS.

BEDFORD COLLEGE FOR WOMEN.

Dr. James Bonar has been elected a member of the Council. Miss Una Birch, the Very Rev. the Dean of Ely, Miss Helen Gladstone, Mrs. Mackenzie Davidson, and Mrs. Henry Sidgwick have been elected members of the College. The Reid Trustees Scholarship tenable at Bedford College, on the result of the University Scholarship Examination, has been awarded to Miss Hilda Craig Harding, of Howell's School, Llandaff. Miss Kate Warren has been appointed to act as Deputy-Assistant Lecturer in English for the session 1904–5.

WESTFIELD COLLEGE.

On the result of the exhibitions and scholarships examination held by the University of London in September last, the Derby Scholarship for History (value £50, tenable for one year) and the Gilchrist Exhibition for History (value £40 a year for two years) were gained by Katherine Beatrice Firth. As the two cannot be held simultaneously, she has been awarded the Gilchrist Exhibition.

OXFORD.

It can seldom have happened in the history of Oxford that two men among the small body of residents, both of high personal distinction, who both had held the headship of their colleges and one was actually holding it at the time, should have passed away within a few hours of each other. Dr. Fowler, President of Corpus for twenty-three years, formerly Professor of Logic, and Vice-Chancellor 1899–1901, died after five weeks' illness on Sunday, November 20; and the Rev. A. Watson, Fellow of Brasenose College, and Principal from 1886–1889, on Monday the 21st. They both belonged to that band of Oxford Reformers who between 1855 and 1880 (the period marked by the two University Commissions with which it began and ended) did so much to convert the narrow, idle, easy-going University of the fifties, governed by Anglican clergy, and contributing scantily to European learning, into the University of to-day, with its enlarged curriculum, its unsectarian welcome to all (male) students, its greatly increased activity in advancing knowledge, and its genuine, unremitting, and (comparatively) unimpeded efforts to be in every sense a national University. The personal loss of these two men will be much felt in the circles of their friends, chiefly, of course, among the older men, but also, and especially in the case of Dr. Fowler, among many of the younger generation. To bring in a man to rule a college with which he had had no previous connexion was a bold and rare experiment; but in the case of Corpus it was more than justified. His entire devotion to the college, his simplicity and sincerity of character, his uniform kindness and active benevolence, and the considerate common sense which marked his rule were deeply appreciated by all, and the effects will not end with his life.

Other deaths of Oxford men have been recorded as follows:—Mr. Justice Wright, whose great ability was marked from the first at Balliol, afterwards as Fellow of Oriel he was constant in attendance at college meetings—which few non-residents achieve—and most useful in the college finance; Mr. J. T. Platts, distinguished scholar and teacher in Persian and Hindustani; Rev. D. M. Owen, formerly Fellow of Balliol, Rector of Calverleigh.

Apart from our losses, the predominant subject of interest at the moment of writing is the "Greek vote," fixed for November 29, which will therefore be over, as far as the Preamble of the Statute is concerned, before these pages appear. All that can be said at the moment is that there has begun, not exactly a storm, but a gentle rain, of fly-sheets, mostly restating the same arguments with which the last two years have familiarized us. The shortest and most nearly official statement is a single page of reasons issued by Dr. Monro on behalf of a society calling itself the "Greek Defence Committee." The points, briefly summarized, are these:—(1) The principle was carried by two votes; this is too small a majority "to justify so far-reaching a change" [apparently it is the duty of at least three "placets" to change sides in view of this novel principle]. (2) Entrance examinations are now being discussed; therefore, we ought not to "tie our hands" on so important a point as the place of Greek in education [the Greek question has been discussed for over twenty-five years at the older Universities]. (3) Cambridge is also moving, and we should not "underbid" Cambridge. [This would be better addressed to Cambridge, for it proposes to make Greek optional for all—a fact which is obscurely expressed by saying that the Cambridge proposal is "inconsistent" with ours.] (4) "The substitutes for Greek are wholly inadequate" [nobody who knows what Responsions Greek is could plead that an examination in French or German by sight translation and composition is inadequate, as compared with an examination in Greek which gives no proof that the candidate can either read or write the language].

In the other fly-sheets there is little new. The main arguments are:—thin end of the wedge; the science men really want to get rid of the humanities; the local Universities and the Colonies do not insist on Greek, and the latter are attacking Latin. It might be all summed up more briefly in a style to which some currency has recently been given:—"Greek is gone; Latin is going!"

After all the prolonged controversy—with its vain repetitions, its assumptions that Responsions Greek is closely bound up with the study of Greek as a whole and its value to the scholar, and that it is necessary, if Greek is to survive, to teach it to a large number of boys who can't learn it and men who don't want it—one is getting a little weary, and would welcome next Tuesday the Cambridge system, which separates the discussion from the voting.

Considerable interest has been taken by college tutors and others in the recent changes introduced into the I.C.S. Examination. The whole drift and issue of the long negotiations are well given in an able paper published by the *Oxford Magazine*. The mischief was, in Oxford, the clashing of the prospective I.C.S. Examination with the special studies for Oxford Schools in the case of the better candidates; and the great strain put on those who were reluctant to sacrifice either one or the other. The negotiations aimed at three reforms: (1) to extend the

(*Continued on page* 838)

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Of the new professors whose appointment was mentioned in my November letter, Mr. Raleigh (Professor of English) will already, by the time this appears, have delivered his four public lectures on "Hakluyt's Voyages," which were given to large audiences in the Schools and fully confirmed the very high reputation which preceded him. The English School is still in the struggling stage, but is slowly increasing. The older Schools go on by their own momentum: the newer ones have to wait till the number of those interested in the School, who advise the undergraduates as to their final studies, is greater than it can possibly be at the first. Hence the special importance of having in the early days a potent force like Prof. Raleigh, interesting Oxford audiences far beyond the limits of the regular students. The Regius Professor of Medicine will not be regularly in residence till next term.

The following announcements have been made:—

Appointments and Elections: To the City Council—Master of Pembroke, Warden of Merton, Mr. W. B. Skeat (Christ Church). City Education Committee—Warden of New College, Principal of Jesus. Municipal Charities (to represent the University)—The Dean of Christ Church, Dr. C. L. Shadwell (Oriel). Delegacy of Police—The Warden of Merton, A. B. Poynton (University). University Auditor—E. Waterhouse, Hon. M.A. To assist the Auditor—H. T. Gerrans (Worcester), Rev. H. E. D. Blakiston (Trinity). Referees for the Audit—Sir W. R. Anson (All Souls') and J. C. Wilson (Exeter). Representative Governors of Schools—Repton, Dean of Winchester; Dorchester, Warden of Keble; Buckingham, Rev. A. R. Sharpe (New College); Wallingford, F. J. K. Cross (New College). Deputy Public Orator (Dr. Merry having become Vice-Chancellor)—A. D. Godley (Magdalen). Delegacies—Extension, Warden of Keble, W. W. Fisher (Corpus Christi), H. B. Baker (Christ Church); Bodleian Curator, Rev. H. A. Wilson (Magdalen); Museum, Sir J. Burdon Sanderson (Perpetual); Delegacy for I.C.S. Candidates, Rev. L. R. Phelps (Oriel); Training of Elementary Teachers, H. T. Gerrans (Worcester). Elector to Ford Lectureship—Prof. J. B. Bury (Cambridge). Pro-Vice-Chancellor—President of Magdalen. Reader—W. R. Morfill (reappointed), in Russian and other Slavonic languages. Military Education Studies—Principal of Brasenose.

University Prizes and Scholarships: Taylorian (French)—H. C. Norman (Trinity). [In the examination 3 Certificates with Distinction, 6 ordinary, were awarded.] Craven Fellow—G. Dickins (Scholar of New College). John Locke Scholar—E. W. Webster (Wadham). Student at British School of Athens—M. O. B. Caspari (Corpus Christi).

Degrees: Research—Litt.D., R. W. Macan (Oriel, Herodotus and other studies) and T. Ashby (Christ Church, topographical and historic studies). Honorary D.Sc.—Prof. H. Höffding (Copenhagen). Honorary M.A.—Col. S. Waller, C.V.O.

MANCHESTER.

The splendid herbarium which has recently been presented to the University by Mr. Cosmo Melvill was opened on October 31 by Sir W. Thiselton Dyer. (Through an error, the wrong name was given last month.) The collection, which is described as "A General Herbarium of the World," is the result of Mr. Melvill's work for the last forty years, and it includes the Boswell Lyme Herbarium of the North Temperate Zone, which itself contains 250,000 separately labelled specimens. In the course of his address, Sir W. Thiselton Dyer referred incidentally to the study of botany in schools, expressing the fear that what was now called "Nature Study," while it represented an instinctive desire to do the right thing, was tending in a wrong direction. He put in a plea for the study of systematic botany.

The most interesting event at the University during the month has been the presentation by Dr. Ward, of Peterhouse (on behalf of a committee), of the portraits of Prof. Osborne Reynolds and Prof. Wilkins. Speaking of the former, Dr. Ward said there was hardly an engineering school "nostri non plena laboris." In accepting the portraits on behalf of the University, Sir Frank Forbes Adam said they recognized and esteemed Prof. Wilkins for "his great classical scholarship, his high qualities as a teacher, and his immense influence for good."

On the same afternoon the formation of a Manchester Branch of the Classical Association was inaugurated by an address on "The Art of Translation" by Prof. Burrows, of Cardiff.

A number of new appointments are announced on the staff of the Medical School, and Mr. E. E. Hughes has been awarded the University Fellowship in Medicine. The number of students in the several departments during the last session was 1,208, of whom about 250 were women. This is exclusive of 950 attending courses on Railway Transport, and about 200 studying Law and Economics at the Bankers' Institute. At the annual meeting of the Council the balance sheet was presented, showing an income for the year of close upon £45,000, this being an increase of £3,000. A new ordinance has been carried to the effect that graduates of other Universities may sit for degree examinations in any subject except Medicine after two, instead of three, years' residence. The new Faculty of Theology announces a course of no less than thirteen public lectures on theological subjects.

At the Grammar School Mr. C. H. G. Sprankling, B.Sc. Lond., has been appointed head of the Physics Department for one year, in place of Mr. H. E. Schnietz, who has gone to the University of Göttingen for a year's research work. Mr. Sprankling held for three years the Chemical Research Scholarship at Owens College, and has since been acting as Government Analyst to the Leeward Islands.

The death of the Master of Corpus Christi College, Oxford, removes an *ex-officio* governor of the Grammar School; but one who was not a governor merely in name. It is interesting to remember that both Corpus and the Grammar School were founded by the same man. It was the idea of Hugh Oldham that it was useless to found a college at the University without at the same time founding a secondary school in the country from which students might be drawn. For a number of years now there has been a continuous stream of scholars passing from the Manchester Grammar School to Corpus Christi College, and in the Mathematical Schools especially these scholars have repeatedly carried off the highest honours of the University. The late Master of Corpus will be remembered for the personal interest which he took in the scholars coming up from the—so to speak—affiliated school. It was only recently, for example, that the High Master received a letter from the late Dr. Fowler, referring with pleasure to the "minor social virtues" of one of the undergraduates fresh from the Grammar School.

The first week in November was the time fixed by the Board of Education for a full-dress inspection of the Grammar School.

The report of the Lancashire and Cheshire Society for the Care of the Feeble-minded has just appeared, and is very interesting reading. It contains photographs of the society's beautiful boarding schools at Sandlebridge, where twenty-four boys and twenty girls are in residence. The boys spend much of their time in the garden "picking potatoes, weeding, digging, gathering fruit and vegetables, leading cows and feeding pigs and poultry." The following sentence is important, in view of the possibility of legislation in the near future:—"The next twelve months will be a critical time with some of the boys, as, reaching the age of sixteen, they will cease to be school-children, and we shall be able to keep them only by making them happy, legal powers of detention ceasing except in the case of those placed with us by Boards of Guardians." How great is the demand for places is shown by the fact that, when it was found possible to increase the accommodation by five beds, the Committee received application from no less than thirty-five Boards of Guardians. It is hoped that by this time next year the new boarding schools, with accommodation for fifty more children, will be ready. The Manchester Education Committee are so sensible of the need for these schools that they unanimously voted £2,000 towards the cost of extension. In connexion with this subject it is interesting to note that the Oldham Education Committee have just opened a new school specially designed for the accommodation of 120 mentally and physically defective children.

At a meeting of the Education Association on November 11 some very strong things were said by Dr. Martin, the Medical Officer of Health for Gorton, in a paper on "The Effects of Defective School Buildings upon Health." He thinks the working-class mother's lament that her child "never had any sickness till he went to school" may be justifiable, in consideration of the evils of rotten and ill cleansed floors, crowded cloak-rooms, badly lighted and ill ventilated class-rooms, and other serious defects.

The Withington Education Committee, which has been doing important progressive work for the last few years under the leadership of Miss Margaret Ashton, is now dissolved, the district having been amalgamated with Manchester. A number of members of the Committee, including Miss Ashton, have been co-opted upon the Manchester Education Committee. The constitution of this Committee is worthy of notice, as the co-opted members were chosen almost entirely on educational grounds, and not as representatives of the existing voluntary schools. The Committee was greatly strengthened, for example, by the presence of several prominent members of the University, and by able teachers from the secondary schools. The Committee was also assisted by a competent and experienced director, who has since been appointed assistant director to the Manchester Committee. School fees were abolished throughout the district, an improved scale of salaries for teachers was adopted, additional teachers were appointed to understaffed schools, and the gift of a challenge shield by the Chairman (Miss Ashton) led to an improved average attendance. Grants of money were made to several secondary schools and to Prof. Findlay's new practising school for boys, and an attractive evening-school

(*Continued on page* 840.)

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curriculum was framed, suited to the needs of a suburban district. Elementary-school accommodation was very deficient in the neighbourhood, which had been without a School Board. To meet this lack, four sites were secured and four schools opened, two of them in temporary iron buildings, which are models of their kind. The number of school places was thus raised from 3,416 to 4,436. The education rate has been raised from 4d. to 6d. The last public act of this Committee was to lay the memorial stone of a new permanent school for five hundred children (with possible extension to eight hundred). The ceremony was performed on November 4 by Miss Ashton in presence of the Lord Mayor and the Chairman of the Manchester Education Committee (Sir James Hoy). The cost of the new school, which is designed on a liberal and broad-minded plan, works out at £17. 10s. per head of the five hundred children for whom it is built.

The report of the Salford Education Committee shows that there are 135 schools in the borough, the voluntary schools being more numerous in the proportion of two to one. In most of the voluntary schools fees are still charged. During last winter 56,960 free breakfasts for children were provided at a cost of £184, which was met by special subscriptions, and the question of providing free meals again this winter is under consideration. The total amount provided from the rates for education purposes was equivalent to 1s. 6d. in the £.

At the meeting of the Lancashire Education Committee the Chairman gave a detailed account of the "educational ladder" now provided by means of scholarships, offered to pupils of ages varying from eleven to twenty-five. The full scheme, he said, would cost £27,500—an advance of £1,700 on last year. On the motion of Miss Margaret Ashton it was resolved "That at least one of the county representatives on the Committee of Managers of each county school should be a woman." Another motion by Miss Ashton, in favour of providing special exhibitions for women, was, however, defeated.

A joint meeting of the Manchester Child-Study Association, Froebel Society, and Teachers' Guild was held in the University Buildings on November 18, when a discussion on "The Curriculum for Preparatory Schools" was opened by an interesting paper by Miss Caroline Herford, Head Mistress of the Ladybarn Preparatory School. Miss Herford said that, if we made growth our watchword, we should find every one of the child's varied interests worth cultivating, and we must make a time-table which would be the despair of the tabulator. On the other hand, dissipation of interest and consequent loss of energy might be obviated by the methods of teaching adopted, by the loyal co-operation of the staff, and by the continuance of the various subjects throughout the school from the kindergarten to the top class. No preparatory-school curriculum, however, could be satisfactory which did not regularly include in the day's school life a thorough English language training, natural science subjects, handwork, and out-door games.

At the last moment the report of the Country School has come to hand, to which reference was made last month. The suggestion for the formation of a country school for Manchester children who see nothing of rural life originated with the Rev. S. Nugent Perry. As the result of Mr. Perry's letter in the *Manchester Guardian* rather more than a year ago, a Committee was formed, who soon succeeded in securing the use for five years, at a nominal rent, of about five acres of land in one of the most beautiful parts of Cheshire. A corrugated iron building, accommodating eighty children and two teachers, was here erected, and the school was opened last June, under the auspices of the Manchester Education Committee, with the approval of the Board of Education. The experiment was begun with forty boys, and, after a stay of two weeks, these returned and their places were taken by a fresh relay of boys from Manchester schools. The Committee conclude by expressing their appreciation of the encouragement and help given to them by Mr. C. H. Wyatt, the Director of Elementary Instruction for the Manchester Education Committee, whose support "has inspired them with the hope that this small beginning may have a useful influence on the system of primary education for the children not only of Manchester, but of other large cities."

WALES.

The Training Conference.

Admirable as were the arrangements made by the honorary secretary, Mr. Hammond Robinson, and interesting on the whole as were the proceedings, it cannot be said that the Conference resulted in anything tangible. The promoters expected that there would be no reluctance to pass resolutions embodying the net results of the debates, but the first submitted was a very injudicious one, having but little reference to the question of training, and the representatives took fright, with the result that they refused to allow any motions to be put to the meeting. Mr. Lloyd-George tried to induce them to change their minds, but the only result of even his persuasive eloquence was the passing of a colourless resolution to the effect that it was the duty of the Principality to undertake the training of a supply of teachers sufficient to meet its requirements, which does not carry the authorities

(*Continued on page* 842.)

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very far towards a practical solution of the question. Apart from the opening papers, the first day's proceedings were very dull and uninspiring. The Friday morning session, however, was extremely interesting and illuminating: there were excellent papers and speeches, too, at the last session, but by that time the great majority of the representatives were tired and suffering from mental indigestion. There were many complaints that the question of secondary training, for the discussion of which the Conference was originally arranged, was relegated to the last session, with the result that it was very inadequately dealt with. It was a pity also that so many "opening speakers" were commissioned: each had carefully prepared a speech beforehand on some aspect of the question which specially appealed to him, but not necessarily relevant to the paper read. After these had finished there was no time for a real debate in which the various questions could be thoroughly threshed out and some agreement arrived at. On some points there seemed to be a consensus of opinion, as, for instance, that the pupil-teacher system was not destined to be permanent; that the half-time arrangement was a faulty one and likely to prove impracticable in most places; that the county schools should be utilized as far as possible for the instruction of pupil-teachers; that secondary training should be post-graduate, &c.; but the Education Authorities received very little help, on the whole, to frame their policies. Apart from the opening papers, the best contributions to the Conference was made by Prof. Findlay, Prof. Raymont, Mr. Edgar Jones, Mr. T. W. Phillips, and Mrs. Mackenzie.

The Welsh County Schools Association.

The meeting of the Welsh County Schools Association, which was held at Shrewsbury on November 11 and 12, was well attended and very successful. Mr. J. Trevor Owen, in his Presidential address, dealt with the danger arising from the relegation of the work of Education Committees to officials. A formidable array of clerks and inspectors was being brought together, and thus a strong barrier was being placed between the Committees and the schools, with the result that bureaucratic government was being substituted for the democratic government which the schools had hitherto enjoyed. The establishment of Advisory or Consultative Committees would remedy things to a certain extent. The President also referred to the inadequacy of assistant masters' salaries, which was driving the best teachers to leave the Principality. Miss Rowland, Ruthin, read an admirable paper on "The Teaching of English," which it was decided to print. It was resolved to call the attention of the Central Welsh Board to the serious disadvantages under which candidates from Welsh schools who seek admission to training colleges by means of the Senior Certificate suffer as compared with English pupils who obtain the Senior Local and similar certificates. Other subjects dealt with were the marking of the Senior Chemistry papers in the last Central Welsh Board examination, about which, as has previously been intimated in these columns, there is very strong feeling in the county schools; illegitimate methods of advertising schools, a question forced upon the attention of the Association by some recent scandalous developments; the new regulations for secondary schools, and the Honours Certificate regulations.

The Central Welsh Board.

The half-yearly meeting of the Central Welsh Board held at Shrewsbury on November 18 and 19 was chiefly concerned with the routine work of considering the annual reports on the county schools and the reports of the chief inspector and examiners. Apart from these, the chief subject of discussion was the report of the Welsh Language Sub-Committee. It appears that no Welsh is taught in several schools situated in districts where over 70 per cent. of the inhabitants are Welsh-speaking, and the Board unanimously endorsed the opinion expressed by the Committee that it was an imperative duty to give the pupils attending these schools an intelligent knowledge of the language and literature of their country. It was resolved to call the attention of the Education Authorities to the desirability of equipping some at least of the county schools for advanced technical work—not a single school is as yet equipped for this purpose—and a committee was appointed to consider how best to promote the instruction of girls in domestic subjects.

Appointments.

Mr. Hudson Williams, M.A., has been appointed to the Greek Chair at Bangor University College, vacant by the departure of Prof. Rhys Roberts to Sheffield. The appointment is an excellent one and has been received with a chorus of approval. Mr. Williams is not only a good scholar, but a Welshman. — Mr. F. Llewelyn Jones, a prominent figure in Welsh educational and political circles, has been elected Clerk to the Flintshire Education Committee.

[We are compelled to hold over the report of the Welsh National Conference on the Training of Teachers.]

SCOTLAND.

Dundee

The Council of Dundee University College has issued a most satisfactory report for last academic year. The number of University students in attendance has risen since 1897, when the College was incorporated in St. Andrews University, from 84 to 208. The evening classes in technical

(*Continued on page* 844.)

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subjects have also been most successful, and the new class-rooms and laboratories which have recently been built give promise of future progress. The finances have also considerably improved, and there is now a satisfactory balance of income over expenditure.

Unification of Training.

The situation created by the decision of the House of Lords in the Free Church case has given the Scotch Education Department an opportunity of suggesting the nationalization of the training colleges. Last year's Education Bill entrusted to the Department the spending of a considerable amount of money, derived from equivalent grants, &c., and the training of teachers was one of the purposes for which this money was to be used. On November 18 Sir Henry Craik held conferences in Edinburgh with the Education Committees of the Church of Scotland and the United Free Church, and indicated the intention of the Department to take over the colleges, in order that the whole system of training may be organized under one administration. It is understood that the new governing body which it is intended to institute, and which, under the Department, will manage the whole training of teachers for State-aided schools in Scotland, will consist of representatives of Universities and School Boards. The main difficulty is the question of religious instruction; but it is expected that on this point arrangements will be made and securities given which will satisfy the representatives of the Churches. Such an organization of the training system is much to be desired in the interests of the students and the schools. It may not, as Sir Henry Craik seems to expect, result in a reduction of Government expenditure, but it will certainly lead to a more economical and efficient use of the money expended. And it is to be hoped that it may also involve the closing of some of the unsatisfactory back doors into the teaching profession which at present exist. The Department has not yet disclosed the details of its plan, but the general idea is excellent, and, while there may be criticism of special features of the scheme when it appears, it is unlikely to encounter anything like a wrecking opposition.

Edinburgh has now come into line with the other Universities as regards the training of teachers. Some difficulties about the question of religious instruction have been overcome, and a Local Committee has been formed in connexion with the University.

On October 22 the Right Hon. George Wyndham, M.P., was installed as Lord Rector of Glasgow University, and delivered an interesting and felicitously expressed address on "The Development of the State." One is glad to notice that the conduct of the students was admirable.

Mr. Andrew Carnegie has been unanimously re-appointed Lord Rector of St. Andrews University.

IRELAND.

Trinity College, Dublin.

The Science Fund which the Board of Trinity College is endeavouring to raise for the better equipment of their science schools has now reached nearly £16,000. This is far short of the sum—about £75,000—which they desire to obtain for carrying on the instruction in the new laboratories which, by the generosity of Lord Iveagh, will be provided if the rest of the expenses can be met. The Board will, however, proceed with the building of the new physical laboratory at once. They make a fresh appeal for provision for a new biological laboratory. The Fellows and others directly connected with the University have contributed with great liberality; but, so far, the many graduates holding lucrative posts in various quarters of the world have scarcely at all responded.

New Professors.

The Board have created a new Chair of Applied Chemistry, and have appointed Mr. Emile Werner, who has long been assistant to the Professor of Chemistry, as the first Professor. Mr. Wardle, who has for some time been Reader in Modern History, has been appointed Professor of the subject, in the room of Prof. Bury, now in Cambridge.

New. Army School.

In addition to their classes for the higher Civil Service established recently, the Board of Trinity College have now formed an Army School, where candidates for the Army can be trained as at Sandhurst. It is claimed that, while the expense will be much less than at Sandhurst, the candidates will have the advantage of connexion with the University. The military authorities in Ireland are giving every assistance to the College on the practical side of the training.

Education Department.

A Committee has been formed to establish a complete course of training for teachers in Trinity College. Some years ago examinations and diplomas in education were established. It is now intended to have lectures and the usual practical training under a professor of method. Mr. E. P. Culverwell will be entrusted with the management of this department. He is this term continuing his lectures on education. His subjects have been "Memory" and "Japanese Education," and now special lectures on the teaching of geometry on the reformed methods are following.

The dispute between the Board and the Historical and Philosophical

(*Continued on page* 846.)

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The Women Undergraduates. The women students in Trinity College now number nearly fifty. They have special quarters in No. 5, the old rooms of the College Historical Society, and are attending the regular lectures, much interest attaching at present to all their movements. A social club is being formed among the women graduates and undergraduates of Trinity.

Royal University of Ireland. On the recent Conferring Day an unusually large number of degrees were conferred. In the Honour list perhaps the most remarkable feature was the winning by the Catholic University College of Stephen's Green, Dublin, of all the four studentships awarded this year—the highest prize of the University except Junior Fellowship. It would be well if the manners of the students of the college were as good as the attainments of some of their number. For many years their rowdyism has been an intolerable nuisance on Conferring Day. This year the authorities refused to give tickets of admission to the undergraduates. They, however, came in strength, and, in spite of a large body of police, forced their way in and created such a disturbance that, after the degrees had been given in dumb show, the meeting had to be broken up, the Chancellor's address not being delivered. The authorities and officials retired, leaving the platform and hall in the possession of the students, who completed their victory by a demonstration outside the University.

Irish Association of Women Graduates. This Association held a largely attended meeting in the Royal University on Conferring Day. A resolution was passed appealing to the authorities of the two Irish Universities to establish courses of training for secondary teachers, no such means of training existing at present in Ireland, while it will be an essential for all registered teachers in the future. A memorial to the Intermediate Board was also drawn up protesting against a rule lately passed enacting that no teacher in an intermediate school or college shall act as examiner under the Board. By this rule the choice of examiners is limited to those who least understand the capacities of young students and the practical conditions of school education. It also entirely excludes able women teachers, as, from the fact that the Irish women's colleges are also intermediate schools, no woman lecturer, even in the University department of such institutions, can become an examiner. The rule is passed to try to prevent any possibility of the questions set becoming known beforehand—always a difficulty in Irish intermediate education. It may, however, be doubted if the unsuitable papers that result from not employing those best qualified to set papers for school pupils be not the worse evil of the two.

The Schoolmasters' Associations. Both the Protestant and the Roman Catholic Head Masters' Associations held meetings in October in which various points were drawn up to be laid before the Intermediate Board. The two associations have united in asking the Intermediate Board to recognize a Consultative Committee consisting of two representatives from each of the associations, one from the convent schools, and one from the Protestant Head Mistresses, with which they could confer in regard to their rules and examinations. At the same time the Protestant Head Masters invited the Protestant Head Mistresses to become associates of the Head Masters' Association, and elect a lady to represent them on the Consultative Committee. A majority of the Head Mistresses have agreed to this arrangement, and have elected Miss Mulvany, LL.D., Head Mistress of Alexandra School, as their representative. The chief objection is that such a committee would scarcely be representative enough. Heads of schools not belonging to either association are excluded, and those head mistresses who do not join the Head Masters. The Schools of the Christian Brothers, perhaps the most important in Ireland, are not represented. The Board have not consented fully to the arrangement, but they have appointed December 5, when the two Assistant Commissioners will see the representatives.

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(*Continued on page* 848.)

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JERSEY, VICTORIA COLLEGE.—H. Du Parcy, late scholar of Exeter College, Oxford, has been elected to a Senior Scholarship on the Foundation of King Charles the First at Jesus College. Mr. B. S. Wolfe, senior mathematical master, has been appointed to a mathematical mastership at the Royal Naval College, Osborne.

WELSHPOOL COUNTY SCHOOL FOR GIRLS.—At the annual prize-giving on Thursday, October 27, the prizes were distributed by Mrs. Mytton, and an address was delivered by Lord Kenyon. Five girls obtained Senior Certificates (Central Welsh Board), and five took Junior Certificates. Annie Elton gained the Junior Certificate, with Distinction in seven out of nine subjects. The Head Mistress (Miss Alice J. Robinson) has been appointed Head Mistress of the new secondary school to be opened in Barnsley next term.

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(*Continued on page* 850.)

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1. *Kermesse:* the word is Dutch, and properly means a Church festival, but it has come to mean simply an annual fair. Berry or Berri (adjective *berrichon*) and Bourbonnais are two of the old provinces of France; we might say "the forest of la Bourbonnais," but "the Bourbonnais forest" is more natural, on the analogy of "the Sussex Downs." "Directed" or "conducted by" is stiff; rather "with the handsome piper Huriel as master of the ceremonies." 2. "The stand-up fight and the bout with cudgels (quarterstaffs)," not "singlesticks." 5. *Composés:* not "written differently from," or, worse, "to," &c., but "how artistically they are planned, how unlike," &c. The novels thus distinguished are "Les Maîtres Sonneurs" and the pastoral novels, "La Petite Fadette," &c. 7. "Without the one encroaching on the other" is doubtful English. 10. *A une place:* "is distinguished by an originality and grace that are all her own." 13. "She does not view Nature from a specular mount"; "take a bird's-eye view" misses the suggestion of

(*Continued on page* 852.)

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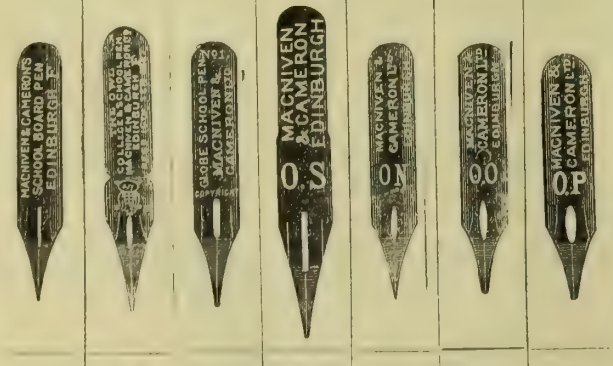


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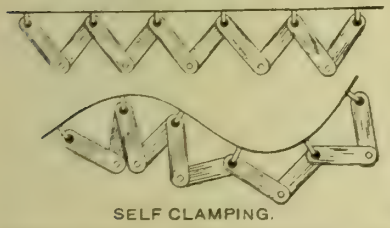
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C.'s grandiose treatment. 14. *Passive sans effort:* "impassively passive" might serve; the *si je puis dire* justifies a somewhat strained phrase. 17. "The common sights of the country"; she sees everything with the eyes of a peasant; there is no reference to superstitions or hallucinations. 18. *Elle en prend conscience:* this was the one real difficulty, though the majority passed glibly over the apparent contradiction in the text, and many turned it into a real one. George Sand has unconsciously looked at the life and landscape around her with the eyes of a peasant, but (unlike most peasants) she takes note of them; they impress themselves on her mental retina, and, furthermore, she is an articulate peasant.

EXTRA PRIZE.

Content thyself with thy estate,
Seek not to climb above the skies,
For often love is mixed with hate,
And 'twixt the flowers the serpent lies.
Where fortune sends her greatest joys,
There once possest they are but toys.

What thing can earthly pleasure give
That breeds delight when it is past?
Or who so quietly doth live
But storms of care do drown at last?
This is the loan of worldly hire,
The more we have, the more desire.

Wherefore I hold him best at ease
That lives content with his estate,
And doth not sail in worldly seas
Where Mine and Thine do breed debate.
This noble mind, e'en in a clown,
Is more than to possess a crown.

By "H.M.B."

Tu ne sidereas nitendo scanderis arces,
Quam tibi di dederint elige sorte frui.
Est ut amarities mediis in floribus angat;
Et favor invidiae proximitate nocet.
Ut te muneribus summis Fortuna bearit,
Mox nihili summas nactus habebis opes.

Praeteriere simul mortalia gaudia, quemnam
Delicias lapsas post meminisse juvat?
An tibi securae placet otia carpere vitae?
Merget ad extremum te fera diluvies.
Semper inexpletos studium magis urguet habendi;
Esurit inter opes quisquis avarus inops.

Hic sapit, hic demum vere, mihi crede, beatus,
Qui vult contentus vivere sorte sua.
Naufragium vitat cui nulla est cura peculi,
Lite vacat rauci judicioque fori.
Hic mihi rex regum, licet ima plebe creatus,
Audiet, hic Croesi despicit Irus opes.

Line 3, *v.l.*, Florifera quoties ater latet anguis in herba.

Forty-five copies of Latin verse were received for the Latin Prize. The following deserve honourable mention: — C. H. St. L. R., Hibernia, Hector, J.O.B., Duplex, Rusticus, E.H.O., Matinus, Nugator, Skye. All except the penultimate couplet was plain sailing (no pun intended). The full connotation of "worldly seas" is impossible to give in classical Latin (just as Tennyson's "towards no earthly pole" gravelled all the Latinists), and the literal *meum* and *tuum* must be dismissed as modern Latinity. The fourth line is a variant of the proverbial "latet anguis in herba," but it is difficult to work in the added significance of "the flowers."

A Prize of Two Guineas is offered for the best translation of the following extract from Taine's "Voyage aux Pyrénées":—

L'eau ronge la côte; de grands morceaux de terre et de pierre, durcis par son choc, lèvent à cinquante pieds du rivage leur échine brune et jaune, usés, fouillés, mordus, déchiquetés, creusés par la vague, semblables à un troupeau de cachalots échoués. Le flot aboie ou beugle dans leurs entrailles minées, dans leurs profondes gueules béantes; puis, quand ils l'ont engouffré, ils le vomissent, en bouillons et en écume, contre les hautes vagues luisantes qui viennent éternellement les assaillir. Des coquilles, des cailloux polis, se sont incrustés sur leur tête. Les ajoncs y ont enfoncé leurs tiges patientes et le fouillis de leurs épines; ce manteau de bourre est seul capable de se collier à leurs flancs et de durer contre la poussière de la mer.

A gauche, une traînée de roches labourées et décharnées s'allonge en promontoire jusqu'à une arcade de grève durcie, que les hautes marées ont ouverte, et d'où la vue par trois côtés plonge sur l'Océan. Sous la bise qui siffle, il se hérisse de flots violâtres; les nuages qui passent le marbrent de plaques plus sombres; si loin que le regard se porte, c'est une agitation maladive de vagues ternes, entre-croisées et disloquées, sorte de peau mouvante qui tressaille tordue par une fièvre intérieure. De temps en temps une raie d'écume qui les traverse marque un soubresaut plus violent. Cà et là, entre les intervalles des nuages, la lumière découpe quelques champs glauques sur la plaine uniforme; leur éclat fauve, leur couleur malsaine, ajoutent à l'étrangeté et aux mesures de l'horizon. Ces sinistres lueurs changeantes, ces reflets d'étain sur une houle de plomb, ces scories blanches collées aux roches, cet aspect gluant des vagues, donnent l'idée d'un creuset gigantesque dont le métal bouillonne et luit.

An Extra Prize of One Guinea is offered for the best Collection of French Proverbs and Phrases (not more than twenty) for which there is no adequate equivalent in English.

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These School and Teachers' Advertisements are continued from page 810.

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ASSISTANT MISTRESS, Lond. Inter. B.A., Registered, with six years' good experience, desires Resident or Non-resident Post in London. Subjects: Classics (special), English, Mathematics, French.—Miss MELLOR, 6 Denmark Avenue, Wimbledon.

FRENCH Lady, Teacher (26), Diplomed B.S., C.A.P., prepares for Public Examinations, Musician, good references, seeks Engagement with School or Family. Write—MADAME, 128 Albany Street, N.W.

A.R.C.M. (Trained Royal College of Music, good Performer and Accompanist) requires Post, after Christmas. Experienced and holds good testimonials. Pianoforte, Harmony, Counterpoint, Class Singing. Could offer Secondary subjects. Address—No. 6,553.*

WANTED, after Christmas, as DRAWING and PAINTING MISTRESS. Willing to help Needlework or other subjects. Experienced. Good references. Resident or not. Salary moderate.—Miss M. C. WOOD, Burford, Oxfordshire.

POSTS VACANT.

Prepaid rate: 30 words, 2s.; each 10 words after, 6d. (Use of Office address, 1s. extra.) For latest time for receiving these announcements see front page.

[**Replies** to advertisements marked * should be sent *under cover* to "The Journal of Education" Office, 3 Broadway, Ludgate Hill, E.C., *in each case accompanied by a loose stamp to cover postage on to advertiser.* Post Cards will *not* be sent on.]

SCHOLASTIC. — JANUARY (1905) VACANCIES. — GRADUATES and other English and Foreign Assistant Masters who are seeking appointments in Public or Private Schools should apply (*as soon as possible*) to **Messrs. GRIFFITHS, SMITH, POWELL & SMITH, Tutorial Agents, (Established 1833), 34 Bedford Street, Strand, London, W.C.** Timely notice of vacant appointments will be sent to all candidates.

STUDENTS FOR THE DUKE OF YORK'S ROYAL MILITARY SCHOOL, CHELSEA, AND THE ROYAL HIBERNIAN MILITARY SCHOOL, DUBLIN.—A COMPETITIVE EXAMINATION for Students at these Institutions will take place in London and Dublin in December next. Candidates must be between sixteen and nineteen years of age on the 30th November next. Further particulars may be obtained on application, in writing (in unstamped letter), to the A.A.G. (Army Schools), War Office, 68 Victoria Street, London, S.W., by whom applications will be received not later than 15th November next. Students at these establishments have the privilege of competing for the appointment of Army Schoolmaster.

WANTED, for an Irish Protestant School, after the Christmas Holidays—

1. An ASSISTANT MASTER IN MODERN LANGUAGES, with auxiliary subjects. Englishman who has resided abroad preferred. Salary £150 per annum, non-resident.

2. An ASSISTANT MASTER IN SCIENCE and DRAWING, with Certificates in both subjects entitling him to teach under the rules of the Department of Technical Instruction, Ireland. Salary £150 per annum, non-resident.

Apply, with copies of testimonials and photograph, if possible, to HEAD MASTER.

Address—No. 6,437.*

WANTED, in Recognized School, Resident ART MISTRESS, and to assist in English, Ablett's Examination Work, supervision. Church of England. Games. Age 21 to 23. Address—No. 6,515.*

WANTED, in January, good JUNIOR ENGLISH MISTRESS, who will help with supervision of Boarders. Address—No. 6,513.*

WANTED, JUNIOR MUSIC MISTRESS to assist with Examination work. Preparation for L.R.A.M. in return for services. Age over 20. Must have passed Senior Associated Board. Church of England. Address—No. 6,509.*

WANTED, in January, in Recognized School, KINDERGARTEN STUDENT. Training and preparation for N.F.U. Examination. Also MUSICAL STUDENT. Preparation for all Musical Examinations. Moderate premiums. Address—No. 6,508.*

WANTED, in January, for London High School, FORM MISTRESS (Non-resident). Classics and History. Degree or equivalent. Experience. Games. Also Visiting TEACHER (Lady) for German. Apply, giving age, experincee, and salary required, to No. 6,517.*

WANTED, in School for Gentlemen's Daughters, STUDENT-TEACHER, to assist one hour daily. Half fees. Also COMPANION PUPIL for Principal's little daughter, 10 years of age. Address—No. 6,518.*

WANTED, in Public High School, French Lady, to teach French, Needlework, and junior Music. Good Diploma and experience in English schools essential. Resident. Address—No. 6,526.*

EDUCATIONAL OPPORTUNITY.—A Girl of high moral tone can receive preparation for Matriculation in excellent Recognized School, near London, at nominal fees, in return for help. Address—No. 6,537.*

REQUIRED, in Private School near London, Trained Registered ENGLISH MISTRESS, with view to ultimate Partnership. Usual subjects and German. Disciplinarian. Churchwoman. Successful in preparing for Examinations. Interested in Games. Interview. Address—No. 6,546.*

REQUIRED, January, in small Recognized Day School, Examination Centre, efficient MUSIC MISTRESS for Piano, Class and Solo Singing. Good qualification and experience in preparing for Associated Board Examinations essential. Age about 30 preferred. Day School duties only. Salary £50 and residence. Candidate should send copies of three testimonials and photograph. Address—No. 6,544.*

KINDERGARTEN MISTRESS wanted, in January, in a G.P.D.S. School. Higher Froebel Certificate essential. Apply, stating age, training, experience, qualifications, &c. Address—No. 6,538.*

STUDENT-MISTRESS, holding good English Certificate, required to give help in Recognized High School of North London, in return for training for University, Local, or N.F.U. Examinations. Address—No. 6,534.*

LADY, with nucleus of Kindergarten and house suitably furnished, seeks another to join her in working up Girls' School. No capital required, but must be able to introduce three boarders. Address—No. 6,535.*

WANTED, in January, for good Private School (Recognized), a Resident MISTRESS for Music and German. Also a French Lady, to teach French, Needlework, and some Music. Both must be thoroughly experienced teachers. Give full particulars, references, age, salary required, to No. 6,531.*

WANTED, for large Endowed High School, FORM MISTRESS for the Lower Fifth. Special subjects: Oral French in Lower School and some English. Salary £100 non-resident. Good experience essential. Apply, with full particulars, to Address No. 6,532.*

SENIOR ENGLISH MISTRESS required, in January, in Girls' Secondary Day School, under Government, to prepare for Cambridge Locals and assist in Pupil-Teacher Centre. Essential subjects: English History, Geography or Literature, French, Scripture. Church of England. Address—No. 6,525.*

WANTED, for High School, SENIOR MUSIC MISTRESS. Experienced and fully qualified. Leipzig Conservatorium preferred. Resident. Churchwoman. Address—No. 6,527.*

VACANCY for STUDENT-TEACHER in Public High School. Preparation for Higher Local and other advantages. Also for MUSIC STUDENT. Preparation for L.R.A.M. and teaching experience. Resident. Small premium. Address—No. 6,528.*

RESIDENT ENGLISH MISTRESS wanted, in January, for Private School near London. Mathematics and advanced English subjects. Responsible position. Graduate, good experience. Churchwoman. State age, qualifications, and salary required. Address—No. 6,549.*

RESIDENT ASSISTANT MISTRESS wanted, in January, for Junior Pupils in Private School near London. English subjects, Mathematics, Swedish Drill. Trained, good experience. Churchwoman. State age, qualifications, and salary required. Address—No. 6,550.*

REQUIRED, in good School, Young Lady, to teach elementary English, Mathematics, Music. One with voice and knowledge of Violin preferred. In return, preparation for L.R.A.M. or A.R.C.M. Address—No. 6,551.*

KINDERGARTEN MISTRESS (Higher Certificate) wanted, in January, for First Form work. Extra subjects desirable: elementary French, Ablett's Drawing, Swedish Gymnastics, Needlework. Address—No. 6,554.*

WANTED, Two Resident ASSISTANT MISTRESSES (January). Degree or equivalent. (1) Subjects: advanced Mathematics, Latin, Botany. (2) Advanced French, Botany, Drawing, Form III., English, Games. Recognized School near Liverpool. Address—No. 6,548.*

REQUIRED, in January, Resident SENIOR MISTRESS for high-class Private School, to teach English, Latin, Mathematics, some Science. Degree or equivalent, experienced or Trained. Apply, with full particulars—No. 6,552.*

ASSISTANT ENGLISH TEACHER (Resident) wanted, after Christmas, in good Private School (Recognized). London Degree or equivalent preferred. Apply, stating age, experience, references, and salary required. STUDENT-TEACHER also required. Preparation for Examinations. Either English subjects or Higher Music. Address—No. 6,555.*

WANTED, in high-class Private School, ENGLISH MISTRESS (Graduate). Classics, History, Literature, Geography. Res. £70, non-res. £100. Address—No. 6,557.*

WANTED, January, in Boys' Preparatory, West of London, Non-resident MISTRESS, with knowledge of Kindergarten and Tonic Sol-fa. Good disciplinarian. Post suitable for teacher studying; afternoons and Saturdays free. Salary £30. Address—No. 6,556.*

RESIDENT ENGLISH MISTRESS required (Ladies' School, short distance from London), after Christmas. Experienced in preparing for Examinations. Degree or equivalent. Church of England.—PRINCIPAL, Blandford House, Braintree.

ASSISTANT MASTER required for North of England Grammar School: English, Mathematics, and French to London Matriculation Standard. Commencing salary, £140. ASSISTANT MASTER to teach Music and assist with ordinary work, £60 (Resident). JUNIOR MASTER, ordinary subjects and Athletics, £50 (Resident). MUSIC MASTER and ORGANIST, assist in ordinary work, £80 (Resident). For further particulars apply to the London Educational Agency, 358 Strand, W.C.

EX-HEAD MISTRESS of Public High School, taking Morning Pupils, requires, in January, a Lady to teach Mathemetics, Botany, some English, and possibly Drawing. Special facilities for private Study.—HEAD MISTRESS, 31 Kingsholm, Gloucester.

ST. HELENA'S COLLEGE, HARPENDEN. — Vacancy for STUDENT-MISTRESS. Preparation for Examinations and Training in Teaching. Resident Foreign Mistresses, Visiting London Professors for Pianoforte, Violin, and 'Cello. Moderate premium. Apply—PRINCIPAL.

STUDENTS prepared for the National Froebel Union Examinations and Cambridge Higher Local. Special terms to fill vacancies in September. Stamford Hill High School and Kindergarten (Recognized for the purposes of Teachers' Registration). Apply — Miss RICHARDS, 122 Stamford Hill, N.

LADY LUMLEY'S GRAMMAR SCHOOL FOUNDATION.

Chairman of the Governors—The Right Hon. A. H. D. ACLAND.

A HEAD MASTER is wanted for the School now being erected at Pickering, North Yorkshire, and which will be opened after Easter, 1905. He must be a Graduate of some University in the United Kingdom or the British Possessions, and his name must be in Column B of the Register of Teachers formed under Order in Council of 6th March, 1902.

The salary will be £100 per annum, plus a capitation payment of £3 per scholar.

The School is a Secondary Day School for Boys and Girls, and is intended to accommodate from 60 to 70 scholars. A residence, not attached to the School, could be supplied at a reasonable rent.

Applications, with three recent testimonials, must reach the undersigned not later than 8th December, 1904. No canvassing will be permitted.

J. D. WHITEHEAD,
Treasurer of the Foundation,
Pickering.

PLYMOUTH EDUCATION AUTHORITY.

REGENT STREET SECONDARY DAY SCHOOL.

Applications are invited for the position of ASSISTANT MISTRESS, well qualified to teach the English subjects, Needlework, Physical Exercises, and (if possible) French.

Salary £100 per annnm, rising by £10 yearly to £140 per annum.

Applications, to be made on forms obtainable at this Office, must reach me not later than Wednesday, December 14th, 1904.

E. CHANDLER COOK,
18 Princess Square, Education Secretary.
Plymouth.

MONTGOMERYSHIRE INTERMEDIATE EDUCATION COMMITTEE.

NEWTOWN COUNTY SCHOOL FOR BOYS.

HEAD MASTER required, in January next. Graduate. Salary £160 fixed, with a capitation fee of £2. Number in School, 49.

Thirty printed copies of the letter of application (which must state age and qualifications), and of the testimonials to be sent not later than December 17th to the undersigned, from whom further particulars can be obtained.

GEO. D. HARRISON.
County Council Offices, Welshpool,
November 16th, 1904.

UNIVERSITY COLLEGE OF NORTH WALES, BANGOR.
(A CONSTITUENT COLLEGE OF THE UNIVERSITY OF WALES.)

Applications are invited for the Post of ASSISTANT LECTURER in the Day Training Department now vacant. Special subjects: Elementary Science, Blackboard Drawing. Salary £120.

Applications and testimonials should be received not later than Monday, December 5th, by the undersigned, from whom further particulars may be obtained.

JOHN EDWARD LLOYD, M.A.,
November 1st, 1904. Secretary and Registrar.

RESIDENT MUSIC MISTRESS wanted, in January, able to teach English to First Form. Piano, Harmony, Singing. Small Country School. Salary £35-40.—Miss FOUNTAIN, Enderby House, Dursley, Glos.

PENDLETON AND NORTH MANCHESTER HIGH SCHOOLS. — SWEDISH DRILL MISTRESS required, in January. Work arranged so that one Mistress can teach at both schools. Only suitable applicants will be communicated with. Apply, stating age, experience, &c., to HEAD MISTRESS, North Manchester High School, Higher Broughton, Manchester.

NORTHAMPTON BOROUGH EDUCATION COMMITTEE.

PUPIL-TEACHER CENTRE.

Wanted, a Trained ASSISTANT MISTRESS, to teach thoroughly two of the following subjects:—Mathematics, Physics, Chemistry, Biology—up to the standard of the London University Matriculation Examination—and to assist generally in the teaching of the ordinary subjects required by the Board of Education, Needlework, Geography, and Music excepted. The Teacher appointed will also be required to share with the rest of the staff in the preparation of Teachers for the Certificate Examination.

Preference will be given to a Teacher who has had experience in a Secondary School or in a Pupil-Teacher Centre.

Commencing salary £125 per annum, increasing £5 yearly to £155.

Application, on a form obtainable from the SECRETARY TO THE COMMITTEE, should be forwarded to him not later than the 10th November next.

STEWART BEATTIE,
Secretary.
Education Offices, 4 St. Giles' Street, Northampton,
21st November, 1904.

YOUNG STUDENT wanted, to teach English and some other elementary subjects in a Polish Family near Warsaw. Opportunities for learning Polish, Russian, German, and extensive Agriculture. Write — POLISH STUDENTS' HOME, 31 Upper Tulse Hill, S.W.

BOURNEMOUTH COLLEGIATE SCHOOL FOR GIRLS.—Required, in January, a Resident SECOND FORM MISTRESS. Training essential. Apply—THE PRINCIPAL.

MERTHYR COUNTY (DUAL) SCHOOL.—Wanted, in January, a SENIOR ASSISTANT MISTRESS. The chief subjects are Mathematics and English. A Degree (or equivalent) and good experience essential. Age not under 25. Salary £160. Apply at once, with copies of testimonials, to HEAD MASTER.

THE Principal of a large and well-known Correspondence College, finding the increasing work of organization and management too much for one man, is anxious to meet with a WORKING PARTNER (Graduate preferred, but not essential) who would bring energy into the work of development and who would share the profits in return for money invested. Apply, in strict confidence—CORRESPONDENT, c.o. Lile's, Advertising Offices, 4 Ludgate Circus, London.

IPSWICH MIDDLE SCHOOL (260 Boys).—Wanted, in January next, fully qualified JUNIOR SCIENCE MASTER. Recognized Teacher of Chemistry and Physics by Board of Education. To rank as Third Form Master, and teach English subjects besides. Must be experienced Teacher and disciplinarian. Salary £75, resident. Apply immediately—HEAD MASTER.

WARWICKSHIRE EDUCATION COMMITTEE.

WARWICK PUPIL-TEACHER CENTRE.

Wanted, early in January, ASSISTANT MISTRESS, at a salary of £100, rising by instalments of £5 to £120. Training or good experience essential. Apply, on prescribed form, by December 5, to DIRECTOR OF EDUCATION, Education Office, Warwick.

KINDERGARTEN STUDENT required. Non-resident. Preparation for N.F.U. Examinations. Mutual terms to a Student with some experience. Apply—Miss JAMESON, High School, Albany Road, Stroud Green, N.

REQUIRED, HEAD ENGLISH GOVERNESS. Lady by birth. Finishing School. £80 resident.—HEAD ENGLISH, Seaside School. £60. Fee waived. — THE LADIES' AGENT, York House, 142 Kensington Park Road, London, W.

FORM MISTRESS, Resident, wanted in January for Forms II. and I. of Recognized Boarding School. Ordinary English subjects and Grammar. Experienced. Communicant, Church of England. — HEAD MISTRESS, Clergy Daughters' School, Bristol.

WANTED, two or three SUPERINTENDENTS for Evening Play Centres (London). Must have some Kindergarten experience and power of dealing with children. Some knowledge of Nursing and Hygiene desirable; also enough Music and Singing to be able to lead Songs and Musical Games. For terms and particulars apply to Mrs. HUMPHRY WARD, 25 Grosvenor Place, S.W.

WILTS COUNTY COUNCIL.

GENERAL EDUCATION COMMITTEE.

The General Education Committee for the County of Wiltshire invite all who have passed

THE OXFORD UNIVERSITY HIGHER OR SENIOR LOCAL EXAMINATION,

or

THE CAMBRIDGE UNIVERSITY HIGHER OR SENIOR LOCAL EXAMINATION,

or any other of the numerous Examinations set forth in Schedule I. of the Elementary School Code, 1904, which qualify for Recognition as Uncertificated Teachers in Elementary Schools, to apply for a copy of their List of Vacancies for

UNCERTIFICATED TEACHERS.

Salaries { Men: £55, rising by annual increments to £65. Women: £50, rising by annual increments to £55.

The Committee offer to Uncertificated Assistant Teachers in the Elementary Schools of the County exceptional opportunities for improving their qualifications with a view to obtaining higher Posts at increased salaries.

LADIES who desire Educational Work should apply for full information, which will be supplied on application to this Office. W. PULLINGER,
Director of Education.
Education Department, County Offices,
Trowbridge.
24th November, 1904.

BATTERSEA POLYTECHNIC, S.W.—The Governing Body require the services, from January next, of the following MISTRESSES for their Girls' Secondary Day School:—FORM MISTRESS for Science subjects. Commencing salary £110. FORM MISTRESS for general subjects. Commencing salary £100. For particulars apply at once, sending stamped addressed envelope, to the SECRETARY, Battersea Polytechnic, London, S.W.

YOUNG LADY required, in January, for small Kindergarten. Non-resident. State salary and experience. Address—P., 79 Palmerston Road, Bowes Park, London, N.

WANTED, in high-class Recognized Private Boarding School, Girl 17 to 19 to work, with another, for June Matriculation. Half fees (11 guineas a term). Principal, Girton Graduate. Excellent tuition by specialists.—Miss SYSON, Dunmarklyn, Weston-super-Mare.

MODERN LANGUAGE MISTRESS wanted in a School for January. Apply — Miss THOMPSON, The Pines, Ilkley, Yorkshire.

SCIENCE MASTER wanted, 16th January, for Secondary School (Division B). He must, therefore, be qualified to earn grants under the Board of Education. He will also be required to assist in ordinary school work and take a third share of the out-of-school duties. Must be a good disciplinarian. Salary £140, non-resident. Send full particulars, mentioning subsidiary subjects, to HEAD MASTER, Royal Grammar School, High Wycombe.

WANTED, Resident ASSISTANT MISTRESS. Special subjects: fluent German and History. Music desirable. Degree or equivalent. Experience or Training. Church of England. State fully qualifications, experience, and salary required, and enclose copies of testimonials, Mrs. WYNDHAM ROBINSON, Apsley House, Torquay.

WANTED, STUDENT-MISTRESS in Recognized School. — HEAD MISTRESS, High School for Girls, Peterborough.

WANTED, in January, 1905, a MISTRESS to teach Class Singing one day a week in the Brondesbury and Kilburn High School for Girls, Salusbury Road, London, N.W. Experience and good discipline essential. Apply to the HEAD MISTRESS.

STUDENT MISTRESS required. Musical. Must have passed Senior A.B., R.A.M., and R.C.M. Preparation for L.R.A.M. and experience in teaching. Small premium. Also KINDERGARTEN STUDENT required. Preparation for N.F.U. Examinations. Small premium. Address—HEAD MISTRESS, High School for Girls, Quadrant, Coventry.

RESIDENT ASSISTANT MISTRESS required, in January, in good Private School for Girls, to teach English subjects, Mathematics (Modern Geometry), French. Good qualifications and experience essential. Training preferred.—The College, Oswestry.

TO ASSISTANT MISTRESSES.

JANUARY (1905) VACANCIES.

Messrs. GRIFFITHS, SMITH, POWELL & SMITH, Educational Agents (Estd. 1832), 34 Bedford Street, Strand, and 22 Henrietta Street, Covent Garden, London, W.C., invite immediate applications from well qualified Assistant Mistresses for the following Appointments:—

Senior Assistant Mistress for important County School. Graduate or equivalent essential. Good Mathematics. Sal. £160 non-resident.—No. 20.

Head Mistress for first-class School in London. Degree or equivalent necessary. Good experience. Registered Teacher preferred. £100 resident.—No. 36.

Graduate for London School. Mathematics, English, History, Literature, &c. London Graduate preferred. £60 to £80 resident.—No. 61.

South Africa—Two Mistresses required: (1) Classics and Mathematics. Experienced and able to prepare for Examinations. £80 resident, to be increased. Expenses paid. (2) Kindergarten Mistress able to prepare Students for Examinations. £65 resident, to be increased.—Nos. 68 and 69.

Western Australia—Mistress able to take Matriculation subjects. Higher Local or L.L.A. Certificate desired. Churchwoman essential. £60 to £80 resident.—No. 4.

Science Mistress for important School near London. One accustomed to practical work. £115 to £130 non-resident.—No. 91.

English, Latin, Mathematics, French, Arithmetic. County School. 284 pupils. £120 non-resident.—No. 80.

Mathematical Mistress for High School. Degree desirable. £60 resident.—No. 11.

Science Mistress for Technical School. £90 non-resident.—No. 17.

English Mistress for Secondary Day School near London. English, Mathematics (good), Arithmetic. Good experience. £80 non-resident.—No. 19.

English Mistress with fluent Conversational French. First-class Preparatory School. £60 resident.—No. 66.

Head English Teacher for first-class Eastbourne School. English, Arithmetic, Mathematics. Graduate preferred. £60 resident, £100 non-resident.—No. 128.

Science Mistress for Endowed School. Botany, Chemistry, Physics, elementary Mathematics, English. Also to take charge of Games. £100 non-resident.—No. 136.

English Mistress for Girls' Grammar School. English, Mathematics, French. Experience in Public Schools desired. £100 non-resident.—No. 140.

Technical Mistress for County School. Must hold Diplomas in Cookery and Dressmaking or Needlework. £80 non-resident.—No. 129.

Assistant Mistress for Art subjects. Ablett's Drawing, English, Geography, Needlework. Training necessary. £60 non-resident.—No. 131.

Mistress for first-class School in Devon (Seaside). Special subjects: good German and History. Degree or equivalent desired. Good salary resident.—No. 120A.

Mathematical and Science Mistress for superior London School. Good experience necessary. £60 resident.—No. 121.

Governess for Two Girls, aged 11. Good Music, Piano, Violin, Drawing, Drilling, French (conversational). Trained teacher. £60 resident.—No. 110.

Form Mistress for Girls' Modern School. £80 non-resident.—No. 98.

Language Mistress for large School near London. Advanced French (acquired abroad). English lady desired. £90 non-resident.—No. 92.

Senior Mistress for Private School in the North. £60 resident (about).—No. 148.

Assistant Mistress for County School. Botany chief subject. £105 to £120 non-resident.—No. 158.

Mistress to take management of Schoolroom. English, German, Latin (elem.), Drawing (Ablett's). £80 non-resident.—No. 160.

Temporary Mathematical Mistress for large Boarding School. Graduate desired. £38 6s. 8d. for term.—No. 169.

Good General Form subjects. County School. £90 non-resident, or £50 resident.—No. 170.

Assistant Mistress for Pupil-Teachers' Centre. Training or good experience essential. £100, non-resident.—No. 173.

English Mistress able to take good Classics and History, Literature and Geography. Graduate of Oxford, Cambridge, or London necessary. Salary from £60 resident, or from £100 non-resident.—No. 175.

London Graduate, or one having taken Intermediate Examination, for good School in well known watering place. £50 resident, £90 non-resident.—No. 177.

Head Mistress, for large Private School, to take Senior Pupils for Oxford and Cambridge Locals. Mathematics, and French and German (acquired abroad). Good salary.—No. 168.

Science and Mathematical Mistress for important R.C. College. £60 resident.—No. 163.

Experienced Mistress for important College. To take Junior Form. Degree or equivalent necessary. Adequate salary to suitable Lady.—No. 162.

Second Form Mistress who has been Trained and had experience. Large School. Fair salary resident.—No. 106.

Thorough English and good Grammatical French. Recognized School. £55 resident.—No. 72.

Science and Geography.—Public College (Recognized). £55 resident. Also **Kindergarten Mistress**, with Drawing, to train Students. £50 resident.—Nos. 155 and 156.

Mistress for Science and Mathematics. Churchwoman. £50 resident.—No. 25.

Head English Teacher (Registered), for English, French, Music, Drawing, and Painting. £45 resident.—No. 40.

English, Mathematics, Latin, and elementary Chemistry. London School. £50 resident.—No. 43.

Senior English Mistress for School in Yorkshire. Drawing desirable. £50 resident.—No. 52.

Senior Mistress, to take English, Latin, Mathematics, and some Science. Graduate desired. £50 resident.—No. 95.

Assistant Mistress for Private Recognized School. Good Latin. £50 resident, or fair salary non-resident.—No. 97.

Mathematics, Latin, and French. London B.A. preferred. £50 resident.—No. 100. Also **Mistress** for French, German, Botany, and Mathematics, Games. £50 resident.—No. 101.

Thorough English Teacher for small first-class School in London. English, Mathematics, Botany (elementary), and Latin. £50 resident.—No. 104.

Art Mistress for School in the North. Ablett's and Board of Education Certificates. Salary from £50 resident.—No. 107.

Capable Head Teacher for Private Boarding School. To prepare for Examinations. £50 resident.—No. 117.

Experienced English Teacher for School at Eastbourne. English, some Science and Latin. £50.—No. 120.

English, French, German, Junior Mathematics, and Latin. £45 resident.—No. 126.

English and good French. Experienced. £50 resident.—No. 132.

English, Literature, History, and Mathematics, for Oxford Locals. £50 resident.—No. 135.

English, History, and Mathematics. Must hold good Certificates. Recognized School. £50 resident.—No. 142.

Senior English Mistress for Private Boarding School. £50 resident.—No. 147.

Graduate for Private School. Form work. Fair salary.—No. 150.

English Lady for thorough French and German. £45 resident.—No. 151.

Advanced **Mathematics** (for Matriculation), English, History, and Literature for Oxford Local. £50 resident.—No. 152.

General English, Conversational French, and Hygiene. Recognized School. £45 resident.—No. 166.

Second Mistress for High School. Degree or equivalent necessary. English, German, and Latin. Recognized School. £50 resident.—No. 171.

Head Mistress for School in Scotland. English, French, German, Drill. £50 resident.—No. 174.

English. Science (elementary), and Drawing. Games. £50 resident.—No. 176.

300 other resident and non-resident vacancies, in Public and Private Schools, for English and Foreign, Senior and Junior, Assistant Mistresses. Full details as to qualifications, &c., should be stated.

60 **Student-Governesses** also required for superior Schools on mutual terms, namely:—Board, Residence, and Educational advantages in return for services.

A complete List of Vacant Appointments in Public and Private Schools will be sent by **Messrs. GRIFFITHS, SMITH, POWELL & SMITH** to English and Foreign Assistant Mistresses, and to Student-Governesses, on application.

N.B.—*Assistant Mistresses, when making application to Messrs. Griffiths, Smith, Powell & Smith for particulars of the above Appointments or for a list of Vacancies, should state the Subjects they would undertake to teach, age, experience, whether they are Graduates (or equivalent) or hold other Certificates, and should also enclose names of referees and copies of Testimonials.*

SCHOOLS TRANSFERRED AND VALUED.

(This Department is under the Entire Management of one of the Partners of the Firm.)

Address—34 BEDFORD STREET, STRAND, LONDON, W.C.

Telegraphic Address: "SCHOLASQUE, LONDON."

ASSOCIATION OF UNIVERSITY WOMEN TEACHERS. — Teachers with University qualifications (degree or equivalent), requiring posts in Public or Private Schools, are invited to Apply to the Secretary. No commission is charged when work is obtained through the Registry, but *continued* membership is expected. Subscription 5s. per annum. State full particulars in applying to the SECRETARY, 48 Mall Chambers, Kensington, W.

WEST MONMOUTHSHIRE SCHOOL, PONTYPOOL.—ASSISTANT MASTERS wanted in January. Science and Mathematics, £150; Form Master, £120. Applications to be sent to the HEAD MASTER.

BISHOP FOX'S HIGH SCHOOL, TAUNTON (Recognized). — ASSISTANT MISTRESS (Resident) required in January. Science qualifications essential. Good English and Arithmetic. Disciplinarian. Apply—HEAD MISTRESS.

WANTED, in January, for Howell's School, Llandaff, a Resident MATHEMATICAL MISTRESS. Physics desirable. Essentials: Mathematical Degree or equivalent, good modern methods, some experience, good discipline. Initial salary £80 a year, with board and residence. Apply—HEAD MISTRESS, Howell's School, Llandaff.

DURHAM COUNTY COUNCIL.

PUPIL-TEACHER CENTRE.

LADY ASSISTANT wanted, immediately, for Tanfield Lea. Knowledge of French essential. University Graduate preferred. Commencing salary £100. Applications must be sent before 15th December, 1904, to the SECRETARY, Higher Education, Shire Hall, Durham.

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G. L. GOMME,
Clerk of the London County Council.
Spring Gardens, S.W., November, 1904.

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IT is a trite observation that everything is done on a large scale in America. A short visit paid this year to American schools convinced the writer that in many things, and certainly in educational matters, there is more than mere bigness to admire and, if possible, to imitate. With large public funds freely appropriated for all the mechanical and external aids to learning, and with the application of carefully developed methods, the ways have been made smooth for all the children of the community, without regard to the social position of their parents, to acquire useful knowledge, and to profit by it. The public libraries, of which those at Boston and at the Pratt Institute, New York, may be taken as splendid examples, are one class of the educational institutions by which the school itself is supplemented, and its work carried on into the life of the scholars, both while they are still under its care, and after their school-days are over.

The Boston Public Library is more than a mere collection of books. It is at once a reference library, a circulating library for schools and the public, and a collection of reading and lecture rooms well furnished with all useful apparatus for teaching. The central building is one of the ornaments of the city, and it has *ten* branch libraries in different parts of the town, which are organized as subordinate parts of the whole institution.

I do not propose in this paper to attempt to describe the buildings themselves, or the working details of the Library so far as it is intended for the general public. The main object of my visit was to see the work it did for the school-children, and I propose to deal principally with that aspect of it. There is an excellent reading room for the children—a large, airy, comfortable, and light room, where they may get books of travel, history, biography, Nature study, and plant life, as well as scientific works and school text-books for reference. This is very largely used for essay work, and some of the children come a long way to get books to prepare their "recitations" or school lessons. On the table is a good selection of school newspapers and magazines, and the teachers often come to ask for lists of books on particular subjects. There are kindergarten papers and children's stories, which are also used by many teachers. The room itself is a pretty and attractive place, where it is a pleasure to sit and read; but there is another larger room for children, with low, open shelves, and tables and chairs near them, where the circulating library is kept. Many poor children spend Sunday afternoon here, for it is open on Sundays from 2 till 5 p.m. It is open also on holidays, and the holidays bring entirely different sets of readers. A librarian who is specially fond of children sits at the central table, and many little visitors come to her for advice, or for books they have heard of from their companions or at school. The card-index catalogue, a *sine qua non* of every kind of office in America, enables the assistants to tell immediately whether a book is in or not, and to send the children to attractive shelves full of the works of Dickens or Henty, Marryat or Lang, and the popular American authors. Many copies are provided of the more popular books, and the open shelves contain over nine thousand volumes. Other volumes may be sent for from the adult library at the discretion of the librarian, and I heard a request for "Little Dorrit" complied with in this way, all the juvenile copies being out.

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REVIEWS AND MINOR NOTICES.

Six Great Schoolmasters. By F. D. HOW. (Price 7s. 6d. Methuen.)

Hawtrey, Moberly, Kennedy, Vaughan, Temple, Bradley—the selection will appear partial, but is justified if we accept the two conditions postulated in the preface—that the head masterships of the subjects chosen should fall between the years 1835 and 1865, and that they should not have been already treated in any considerable biography. The dates chosen are somewhat arbitrary, and we should be slow to admit that "the period dealt with marks the progress of the public schools from their worst state to the high-water mark of their efficiency." There can be little doubt that the public school of Cowper's "Tirocinium" was worse than the public school of the "Etonian," and the natural date to select for a *terminus ad quem* would have been the Public School Commission or the Endowed Schools Commission. Still less can we admit that 1865 marks the zenith of public schools. To Mr. How modern sides seem a worshipping in the House of Rimmon, and that the head master should be in Orders is an axiom that needs no argument in its favour. We should like to ask Mr. How whether he thinks his own school is on the downward slope; whether the masters of the modern side, Mr. Franck Bright and Mr. C. M. Bull, are reckoned by him degenerates; and whether the governing body of Marlborough College, in appointing Mr. Fletcher, were "regardless of the religious welfare of the boys."

Mr. How is evidently not in the profession, and we must not look to his "Lives" to throw light on esoteric questions of administration, management, and curricula, as we do to those of Arnold, Thring, and Quick. Herein there is gain as well as loss. The general reader who would be repelled by "shop" will be attracted by Mr. How's slight, but effective, portrait painting, his personal reminiscences, his anecdotes, which are fresh and racy, but never vulgar or in bad taste; and the schoolmaster, though he may not be edified, will be keen to learn what manner of men in the flesh were his leaders of the past generation.

With five of the six head masters here described the present reviewer was more or less intimately acquainted, and, though he misses some salient features and thinks others idealized, he can bear witness to the general fidelity of the likenesses. Estimates of all may be found in old files of *The Journal*, and to compare Mr. How's and ours would be a long and invidious task. Mr. How has gone the right way to work and consulted the best living authorities. Thus, Mr. Lee Warner on Dr. Temple and Mr. F. E. Thompson on Dr. Bradley are most valuable contributions to our knowledge of the men.

To one of the six, as here painted, we must, on many grounds, refuse the title of a great head master. Dr. Moberly was a learned divine of the straiter sect, a good preacher, and, in his own subject, a good teacher, but a scholastic *οὐδ' ὄναρ*. Commoners in his day (we read) were "disgracefully fed." The Upper Division, which he took himself, numbered 60, as we see from the photograph. His work, in consequence, was scamped, and composition, which formed a large portion of it, rarely looked over; discipline was in the hands of "tunding" prefects, and their authority was backed against that of assistant masters—"masterships in my patronage"—yet his prefects were to him unknown, and when they came to him with difficulties "he seemed not to want to be bothered." Worse than these sins of omission is the impression conveyed by some of the stories here told of him. He had been worried by the letters of an anxious mother, and revenged himself in this wise: "One day, in public, before a whole class, he said to the boy in question: 'B——, I have heard from your mother, saying that you are to wear flannel next your skin, and to masticate your food. *See that you do it!*'" Such treatment seems to us more worthy of a Spanish Inquisitor than an English head master, and we do not wonder at threatened rebellions. It may be true that Wykehamists learned under Moberly to know and love their Thirty-nine Articles (we are somewhat sceptical); but even those who hold with Mr. How that all head masters should be clerics will allow that all clerics are not fitted to be head masters. We have only left ourselves space for a few minuter criticisms. To call Dr. Kennedy a genius of stupendous intellect is surely forcing the note. He had a marvellous gift for languages; but Darwin was to him "a poco curante," and in the duel between Kennedy and E. E. Bowen on the "Latin Primer" (not here alluded to) Bowen had the better of it, as had Prof. Jebb in the Sophoclean passage-at-arms. It might, too, have been mentioned that in his interpretation of *libera schola* Mr. Leach has shown to demonstration that Kennedy was wrong. How Dr. Temple can have subscribed a large sum for starting the new scheme under the Education Act of 1870 we do not understand. The withdrawal of Dr. Temple's essay in "Essays and Reviews" should have been mentioned, and also his complete change of views as to voluntary schools. An unfortunate misprint in the Greek on page 200 spoils a good story. "A *retroussée* nose" is neither good English nor good French.

Practical Morals: a Treatise on Universal Education. By JOHN K. INGRAM, LL.D. Price 3s. 6d. A. & C. Black.)

Auguste Comte is admitted by all to have been one of the great encyclopædic minds of the nineteenth century. Such a man's opinions on education would have been of signal interest had he written them in detail. As it is, however, he left a plan of a proposed treatise, entitled: "Plan of my Treatise on Practical Morals, instituting the Improvement of Human Nature." This plan Prof. Ingram has published in his book, and has made it the basis of an exposition of Comte's educational doctrines, as far as a devoted disciple could interpret and fill in his master's thought on the subject. The plan is quite different from that usually adopted in works on education. The idea of "universal" education has reference to the whole

of life, not to childhood and youth merely. Thus we have chapters on education in relation to manhood, marriage, maturity, retirement, death, and commemoration. The study of the subject is therefore a "study of the entire life of the individual in its relations to the larger life of the race, which envelops and sustains the existence of each and all of us. And regarding, as we rightly do, the whole of life as a probation —a preparation for an ulterior issue—this further end is not the egoistic and chimerical heaven of the theologist; it is what Positivism calls the "subjective life"—the life in others, which the memory of a man's worthy actions, and, above all, of the spirit in which he worked, will prolong when he has objectively passed away, and which will, by transmission, become a permanent influence for good, capable of indefinite expansion." A theory of education based on such a system of thought must clearly be relative to the stage of humanity achieved. Prof. Ingram writes his treatise to deal with the education of Western peoples, in the church of the present and early future, in the light of the Religion of Humanity. Each stage of life is marked by a sacrament! These sacraments are nine in number, and are divided as follows:—Up to seven years of age, education is under the Sacrament of Presentation; from seven to fourteen years of age, leading to Sacrament of Initiation; fourteen to twenty-one years of age, under that of Initiation; fourteen to twenty-one, between Initiation and Admission; twenty-one to twenty-eight, between Admission and Destination; twenty-eight to forty-two, between Destination and Maturity; forty-two to sixty-three, between Maturity and Retirement; sixty-three till death, between Retirement and Transformation.

Turning to Prof. Ingram's programme of studies, we find a rehabilitation of encylopædic education. "The entire encyclopædic series must be developed in the normal order. All studies are, however, subordinate to morals, the simpler sciences having always in view that definitive stage, and the test of adequate instruction in the lower fields being the ability to rise, duly equipped and trained, to the study of the highest." From fourteen to twenty-one years of age the instruction will be given by one "priest." To the objection that such "universal" curricula would be impossible Prof. Ingram replies:

> That Method will be, more than all else, kept before the mind of the student as the most truly educative aspect of the teaching. To impress on the pupil what science really is, what are its aims and its conditions, how its several branches are related to each other, how the mode of investigation varies with the phenomena studied, how the sacred sciences are to preside over and control the profane, and what is the final practical destination of the whole—these will be the foremost objects of the teacher.

The criticism which seems to apply to the system is that it is mediæval in tendency; it reverts to authority; it is dogmatic. It is admirable in many of its suggestions, in its religious implications, and in its recognition particularly on the religious side of *vivendo discimus*. It is also marked by the training of the sense of reverence for the human. But from positivism we might expect some assistance to the art of education, to school and University *practice*. Instead, the writer is throughout on speculative heights. But they are heights carefully kept within a system. The suggestions lack elasticity. In spite of all defects, however, we venture to recommend the book as a notable event for education. It is a great thing to recognize that education does not cease on either entering or leaving the University. There is a rightful education in early manhood, maturity, and in old age. Such education is rightly connected with practical morals. It is only when we recognize the multiplicity of life we see the complexity of educational variants. We have a child psychology, a normal psychology. We have, and surely rightly, given prior attention to the psychology and education of the young; for there are more young than old people in the world, and they are more educable. But the sound treatment of all stages of life in the individual—early, middle, and later stages—certainly has educative aspects, and the insistence of Comte and his followers on this may, in the future, we gratefully realize, have great educational importance.

Napoleonic Studies. By J. HOLLAND ROSE. (Bell.)

Most of the papers of which this volume is made up have already appeared in reviews, but they well deserved to be reprinted. They form a most valuable supplement to Dr. Rose's admirable "Life" of Napoleon (reviewed in these columns in August, 1902), dealing with particular aspects of European history in that age with a fullness which was inadmissible in a biography. They range over the whole period, from the beginning of the Revolution to St. Helena; and, while some are personal, such as "The Religious Belief of Napoleon" and "The Detention of Napoleon by Great Britain," and some deal with particular incidents, others are comprehensive surveys of policy.

Those who are more concerned about present-day problems than about past events may turn, first, to "Britain's Food Supply in the Napoleonic War," and to "Napoleon and British Commerce," which precedes it. To the people who are inclined to make light of the danger of deficient food-supply in time of war, and who appeal to our experience a hundred years ago, Dr. Rose has a threefold answer. In the first place, the conditions are changed. The average amount of corn imported in 1800 was about one-twentieth of the total consumption: it is now more than three-fourths. In the second place, there are fallacies in Horne Tooke's argument that war did not affect the price of corn. The small supply that was then required came mainly from the Baltic, and when that supply was interrupted the pinch was felt sharply. The Armed Neutrality League brought the price of wheat up to 156s. a quarter in 1801, and it rose again to that figure in 1812. Thirdly, Napoleon never made it a prime object to attack England's food supply, but authorized licences for the export of surplus corn from France and Italy.

> He believed that a nation's commercial wealth consisted essentially in its exports, while imports were to be jealously restricted because they drew bullion away. Destroy Britain's exports, and allow her to import whatever his own lands could well spare, and she would bleed to death. Such, briefly stated, was his creed.

Of the four papers which have not been printed previously the most important is "Pitt's Plans for the Settlement of Europe." No one has made such good use as Dr. Rose of the fresh light which has recently become available from the Foreign Office Records. The "Despatches relating to the Third Coalition," which he has edited for the Royal Historical Society, are a sample of what is to be drawn from this source; and in discussing Pitt's plans (as in other parts of the book before us) he gives extracts of the highest interest from Foreign Office letters. He brings out clearly what Pitt was aiming at, and shows how closely the settlement of 1814 agreed with his proposals.

Here and there we note points on which we cannot go with Dr. Rose. For instance, after speaking of Pitt's refusal to entertain the proposal that Hanover should be ceded to Prussia, he says: "Thus the question of the Electorate ruined the Coalition in those critical days when the accession of 180,000 Prussian troops could have more than repaired the losses sustained at Ulm and Austerlitz." The change of policy to which Haugwitz committed his country at Vienna was surely quite independent of the British attitude on this question, just as the mobilization of the Prussian army and the pledges made at Potsdam had been independent of it. It was Austerlitz that ruined the Coalition.

Dr. Rose doubts whether Napoleon ever seriously intended to invade England, and mentions Decrés as one of those who disbelieved that the attempt would be made. No evidence would carry more weight on this subject than that of the the Minister of Marine. But when one reads his letter of August 22, 1805, in which he implores Napoleon, if Villeneuve has really gone to Cadiz, to look upon it as a stroke of destiny, and not order him from Cadiz to the Channel, one cannot think that Decrés was consciously playing a part in a sham. He disbelieved, like most sailors, in the success of the project; but he dreaded the attempt.

It it impossible here to touch upon more than a small fraction of the topics which this volume handles with freshness and force. We can only recommend it to our readers, and express the hope that, since the field is inexhaustible, Dr. Rose will soon provide us with further Napoleonic studies. We should be especially grateful for a volume on the making of Napoleon, dealing fully with the first half of his life, which French writers, such as Masson, Chuquet, and Colin, have investigated with so much success in the last few years.

Euripides, Hercules Furens. Edited by E. H. BLAKENEY. (Price 2s. 6d. Blackwood.)

Prepared by the Head Master of the Borlase School at Marlow (Bucks), this edition proves on examination to be more ambitious than the generality of books included in the series of "Blackwoods' Classical Texts," in which it appears. Although the text is dismissed in a short appendix, the commentary extends to 120 pages, and treats difficulties of epexegesis with great thoroughness. Like the editor, we regret that he has been unable to utilize Wilamowitz-Moellendorff's German work; none the less, we have read with pleasure what he has set forth, nor does he need the indulgence that he craves as having written amid the harassing routine of a country schoolmaster's life. It were a good thing if all country schoolmasters had the same scholarship and literary sense. Of course, there are many points in connexion with the subject-matter upon which a difference of opinion may be permitted to exist. We jot down roughly the pencil notes that we made whilst going through the book. That in καλλινίκου δορὸς ἄγαλμα (49) the genitive is one of definition we cannot admit. In 65, 66 the editor strives in vain with unintelligible and certainly corrupt Greek. αὐδᾷ (74) is surely a better reading than αὔδα. The illustration of the construction in 434, 435 is inappropriate. "Nostros vidisti flentis ocellos," to use the common example, is not like "You saw my weeping eyes," where there is simply a transference of the epithet; but it has countless parallels in English poetry. One from Shakespeare may represent them:

> She dares not look; yet, *winking*, there appears
> Quick-shifting antics ugly in *her* eye.

To suggest (with Paley) a *four*-horse team for ζεῦγος ("yoke-mates") in 454 is a fault in taste—did Megara *count* her children? "The hiss of the thunderbolt gasping out birth-pangs" strikes us as a curious expression; but Madness speaks (862). The propriety of ejecting verses 939, 940 from the text might have been considered. As to 1,002, although "no faith *need* be placed in Canter's ἐπίλογχον χερί," it is a felicitous emendation, and well supported by ἐπίλογχον βέλος in "Hippolytus" 221 (cited from Wilamowitz-Moellendorff). We remark, further, that the illustrative quotations are sometimes a little trite, among them being "faith unfaithful, &c.," "a sorrow's crown of sorrows," and even

> Tell me not in mournful numbers
> Life is but an empty dream.

The introduction impressed us as good, but in tone somewhat high-pitched for young readers. The manner of it may be indicated by means of the brief paragraph that we extract, bringing so to an end our all too short notice of what is, on the whole, a very praiseworthy book—sincere, thoughtful, and generally sound. Mr. Blakeney, after speaking of Aeschylus and Sophocles, proceeds:

> Singular by contrast, instructive by comparison, is the work of Euripides—that poet who, by universal consent, stood third in the list of Greek tragedians. How the whole concept of tragedy is changed! Human passion, no longer lofty nor necessarily purifying, but touched with something of the sin and sorrow of our common clay; human life, no longer mingled with the spirit of auxiliar gods, but often base and harsh, and always moving along lower levels of inspiration and art; ideals matched with, nay many a time overmatched by, weaknesses; love mated with jealous and frenzied hate; human effort, at best, but the sport and mockery of the idle gods.

Technics. Vol. I., January to June, 1904. (George Newnes.)

This volume contains the first six numbers of a magazine the primary object of which is to aid technical progress. The scope of this periodical is very extensive, and we have been quite astonished at the number of subjects treated. The first number very fittingly begins by giving an excellent photograph of Lord Kelvin, who has probably done more to influence the progress of physical science than any other individual of the last century. He still, we are glad to say, retains the old vigour and freshness of his mind, and nothing seems to give him so much pleasure as an opportunity to acknowledge the efforts of the humblest scientific worker. In the following numbers there are likewise excellent photographs of Sir Arthur Rücker, Lord Rayleigh, Prof. Callendar, Mr. Clayton Beadle, and Prof. Mendeléeff. It would be well-nigh hopeless to discuss, within the bounds of a review, the various achievements of this galaxy of talent, but we are quite certain that the editors do well to introduce each month an account of some notable personality. It is by reference to the personal element that other scientific workers are helped and stimulated, for, after all, scientific men are very human. Science may be far removed from the comprehension of the ordinary man without any training in that direction; yet we think that the touch of the human element in the pages of *Technics* will do much to extend public sympathy towards scientific workers. We ourselves feel that much remains to be done in this country in the direction of technical education, and we are entirely in accord with the sentiments expressed by Mr. Haldane, K.C., M.P., on this subject. Sir George Newnes, with his unrivalled opportunities for influencing the public mind through the magazines, might take up a strong *rôle* in this respect. We have much to learn from Germany, and we notice in *Technics* an interesting article by Prof. Dalby on "Charlottenburg," the Berlin Technical High School. The education in our own schools is still lamentably deficient, and students are not early enough taught the scientific method—in fact, our own educational authorities seem much too supine and callous in the matter. Moreover, "Charlottenburg" is a truly magnificent building and capable of providing instruction for over 4,000 students. In fact, during the winter half-year, 1902–3, the total number of students and *Hospitanten* in attendance was 4,378, while the total teaching staff was 402.

In the February number there is an interesting comparison between what is understood by a technical training in Germany and in England. We read that

> the great difference between the best courses of instruction offered in engineering in this country and the course at Charlottenburg is that at the latter the work is carried to a higher degree of specialization, partly because the course occupies four years (with us the longest is three years), but chiefly because the students come to the school so much better prepared to begin a technical course. They start, in many cases, with a knowledge of mathematics equal to that with which our students finish their course. It is hopeless to attempt to increase the standard of training in this country until the students come to the colleges in a better state of preparation.

The above passage, for which we offer no apology for quoting at length, exactly coincides with our own view. At present, we think that technical education is too much decentralized in this country. We have no real "Charlottenburg" here in London. Let us hope, however, if we have anything approaching the Berlin model, the Board of Education will not be allowed to kill its usefulness with hide-bound officialism!

Among other articles, there are three on the modern motor-car, in which some of the diagrams are particularly good; these should be of much interest to motorists.

Again, those who have worked in radio-activity will find much to read in the articles by Mr. Edwin Edser, while in other pages there are special references to the radio-activity of the Sun and to the spinthariscope. The number of different rays now known to scientists is extremely large, but we feel a little sceptical about some of the properties attributed to the N rays on page 107.

We cannot conclude this notice without referring to a useful index at the commencement of the volume, and at the end of each number will be found general answers to queries on special problems, which we also commend to our readers.

An Abridged History of Greek Literature. By A. and M. CROISET. Authorized Translation by G. F. HEFFELBOWER. (Macmillan.)

The book that has been translated is the "Manuel d'Histoire de la Littérature Grecque," published in 1900; and the translator is Professor of Greek in Carroll College, U.S. He has made some alterations in, and additions to, the foot-notes (in which the references are contained); nevertheless, the substance that he sets forth is identical with that of his original. According to the catalogue before us, the "Manuel" costs 6 francs, say, 4s. 9d; the American translation is offered at 10s. 6d. net. The increase in price is to be justified, in so far as it is justifiable, by the way in which the latter is got up, and by the pains expended to substitute the "majesty" of English for the "brilliance" of French. The use of the quoted words to characterize the two languages belongs to Prof. Heffelbower, who has striven to impress his version with the characteristic of English, making "numerous, though delicate, changes, from no thought of casting reflection on the authors' style, which is universally commended, but from the desire of rendering the

translation acceptable to the new public to which it is addressed." Clearly a book of this kind has two aspects under which it may be considered: we may look at the body, and at the dress that covers or adorns it. As to the body, the contribution of MM. Alfred and Maurice Croiset, it has stood in the public eye long enough to make all men familiar with its beauties and its blemishes. French erudition has its special marks, commending itself by orderliness, lucidity, and literary graces. But it is not for every palate. Thus those who have been accustomed to drink at German springs will regard the French scholars' "History of Greek Literature" as a not too heady mixture of learning and water. But he who loves to read in slippered comfort with small labour of mind will delight in their tepid eloquence, their moderate enthusiasms, and their airy surface-skimmings over the difficult and the obscure; he will be apt to repeat to them the confidential remark of Dr. Johnson to his faithful Boswell: "I am almost easier with you than with anybody." Not ours be it to determine whether inspiration is to be got from this facile intercourse; which can, at any rate, yield something. Those, for example, who would revive old knowledge for the help of the young will find in MM. Croiset the quickening word; from them, too, may be drawn an outline to be filled up, a guiding thread to be followed, and many profitable suggestions of thought.

Having said so much, or so little, of the fundamental work, we may go on to consider the guise in which it is now presented to us. We may state at the outset that the translator has satisfied the two main conditions of success in translation, in that his language reads like English and reproduces the general meaning of the French. But we feel entitled to ask for more, and we should have been glad, for one thing, to observe a closer fidelity in the phrasing. Can *la misère du vice* be expressed by "unprincipled squalor"? It were hard to say until the sense of "unprincipled squalor" shall have been fixed. Then the Professor, albeit a professor of Greek, gets at his Greek through the French; which is wrong.

. . . Οὐδὲ Πολυδεύκεος βία
χεῖρας ἀντείναιτ' ἂν ἐναντίον αὐτῷ,
οὐδὲ σιδάρεον Ἀλκμάνας τέκος,

said Simonides of a boxer. MM. Croiset, knowing nought of *la boxe*, put athlete for boxer, and rendered quite colourlessly: "Ni la force de Pollux ni les membres de fer du fils d'Alcmène *n'eussent pu soutenir son attaque*." Prof. Heffelbower, Anglo-Saxon as he is, loses the picture because he copies the Frenchmen: "Neither the strength of Pollux nor the iron limbs of the son of Alcmene *could have sustained his attack*." How slovenly, owing to the same neglect of the source, does the treatment of "Anthol. Pal." VII. 472 become! Look, moreover, at this couplet of Theognis (as to whom, by the way, Harrison's "Studies" should have been adduced):—

Ἀνδρός τοι κραδίη μινύθει μέγα πῆμα παθόντος,
Κύρν', ἀποτινυμένου δ' αὔξεται ἐξοπίσω.

"Quand un homme a souffert une grande injustice, il repetisse; quand il s'est vengé, il grandit de nouveau," wrote MM. Croiset, and so led Prof. Heffelbower to translate: "He who has suffered great injustice waxes smaller; but when he has avenged himself, he grows anew"; yet κραδίη must surely be represented in an English version of the lines. But besides these occasional defects in the phrasing there are errors—errors that arise from carelessness. "Through ten books" for "pendant deux livres" is a slip that ought not to have occurred; for a professor of Greek should have known that the "True History" of Lucian, here in question, was in two books and not in ten. Such inaccuracies, however, are rare. On the whole, and with the reservations indicated, our opinion is favourable to the book. About small matters a diversity of judgment will always exist. Sappho in a rapture sang ἀ δὲ μίδρως κακχέεται (so Bergk in frag. 2); "je ruisselle de sueur," said the Frenchmen; "I am damp with perspiration," cries the American. It is doubtless one of those "delicate changes" by which he seeks to render the book "acceptable to the new public to which it is addressed."

A Source Book of Roman History. By DANA CARLETON MUNRO. (Price 5s. Heath & Co.)

The place of origin of this book is Wisconsin, and the author, in compiling it, has had the assistance of Mr. Richard F. Scholz, Fellow in European History of the University of Wisconsin. Occasionally we have spoken a little sharply of books from the United States, but reluctantly, and with pain at having to refuse *Gastrecht* to strangers. Since controversy has lately been stirred on the general conduct of reviewers in this matter, the present writer may set down here his private views. It is to him inconceivable that, at least where scholarship is concerned, national prejudices should colour literary judgments, the principle of free international exchange being ancient, well established, and of indisputable utility. The truth is that we want the *best* American work, just as America wants the *best* English work. But second-rate classical goods—if we may allow ourselves to borrow a term from commerce—whether they be American or English, are not worth exporting or importing. So, to continue the commercial metaphor, as to the article before us we ask—was it worth sending across the ocean? Desiring not to give offence, we withhold our answer; but tumbling our pencil notes out, we offer to readers some material from which they may form an opinion for themselves.

The book has been made by collecting the authorities on various points of Roman life and history, and supplying translations of some of the illustrative passages. The "authority" may be such an one as Friedländer's "Sittengeschichte," or a mere school text-book; the translation is frequently from Bohn. Velleius Paterculus is cited from the version by the ill-starred John Selby Watson, "author and murderer" (as the "Dictionary of National Biography," with a faint approach to humour, calls him), without any mention of R. Ellis's new text. Of Dio Cassius we learn that he decided to write a complete history of Rome when he was seventy-four years of age, and then spent ten years in research and the collection of material before he began to compose it. Although a promise is made to us that renderings from Horace shall be from "Bohn's Library and Theo. Martin," whatever that may mean, the only one that we have discovered has been transcribed *verbatim* from Lonsdale and Lee. The treatise "De Mortibus Persecutorum" is still, in spite of Brandt, ascribed to Lactantius. Appian's Roman History is said to have been in twenty-two, instead of in twenty-four, books. For "Gaius" our author puts "Caius" or "Gaius" with the frankest indifference; whereas, so far as we have seen, "Gnæus" is written by him only as "Cneius." He solemnly declares that the late Prof. Sir John Seeley edited the Thirteenth Book of Livy!

Physiography: an Introduction to the Study of Nature. By T. H. HUXLEY. Revised and partly re-written by R. A. GREGORY. (Price 4s. 6d. Macmillan.)

Huxley's "Physiography" has so long held the field that it would be as absurd as it is unnecessary to offer any criticism upon its plan and contents at the present date. We shall therefore confine our notice to indicating the chief alterations which have been made in this new edition. In the first place, the illustrations are almost entirely new. Of the three hundred and odd figures to be found in the present edition only six have appeared in the text of the old editions, the remainder being reproductions from new drawings or photographs. Most of these may unhesitatingly be described as excellent; but, in some cases, the geological details are a little difficult to make out owing to a haziness of printing, which is, perhaps, inseparable from the cheap processes necessary for the production of a low-priced book.

Then, in the next place, the text has been revised, and, in certain directions, made more generally useful, perhaps, than it originally was. For example, readers of the former volume will remember that the Thames was, very naturally, taken as a concrete example of a river basin, the writer remarking that teachers living in the basins of other rivers could easily adapt the facts to their own particular district. In this edition a generalized account of a river basin is given capable of application to any locality, and the Thames has only been referred to as an example where such reference seemed to be essential to the descriptive text. The book, thus thoroughly brought up to date, merits to the full the approbation which the older edition has received from generations of teachers, and will continue, we feel sure, to be used as the chief text-book for years to come. One cannot but feel what an advantage it would be to teachers if the publishers were to issue some four or five dozen of the admirable geological figures as lantern slides; for, seen on the screen and magnified as they would then be, the impression upon the mind of the learner would be

much greater than can possibly be the case from an examination of the necessarily very small figures inserted in the text.

A Modern School. By PAUL H. HANUS. (7½ × 5 in., pp. x, 306; price 5s. net. Macmillan.)

Mr. Paul H. Hanus is Professor of the History and the Art of Teaching in Harvard University, and the nine chapters of his book have appeared since 1899 as articles in various educational publications. He writes well and convincingly, and all that he has to say bears more or less closely on the topic of "a modern school": what the phrase implies, what the public have a right to demand it should be, and how we may accomplish this. What he has to tell us bears chiefly on education in the United States, and only by chance does it apply to schools in England. His main plea is that "the education demanded by democratic society in modern times must be a preparation for an active life"; with the subsidiary position that "the only real preparation for life's duties, opportunities, and privileges is participation in them." The book, in fact, endeavours, and endeavours successfully, to set forth the scope and the aims of a modern school, more particularly of a secondary school, and the conditions essential to its highest efficiency. And the prime need at the present time is that we should organize our educational *experience*, just as we should organize our educational *doctrine*, if we are to make real progress. Without these two things we shall make no way at all. That is the main lesson we have to learn; and we have to learn it in England as well as in the States. For the rest, the book applies to a state of affairs which differs widely from that which mainly concerns us at present. It will be found valuable by those who are studying contemporary education in America; and for such a purpose they could not have an abler guide than Prof. Hanus.

Aristotle on Education. By JOHN BURNET. (7¼ × 5 in., pp. 141; price 2s. 6d. Cambridge University Press.)

John Burnet is Professor of Greek in the University of St. Andrews, and his little book consists of extracts from the "Ethics" and "Politics" of Aristotle, and of a few brief but sufficient words by way of introduction, and a few by way of conclusion. He tells us in his preface that the interpretation of Aristotle's thought which underlies his translation differs in some respects from that which is generally accepted, and refers us to his edition of the "Ethics" for its explanation. However this may be, he has provided us with an eminently thoughtful and readable little book wherein, in the actual words of Aristotle—translated by the Professor—is given what Aristotle said on the question of education; why it is put in the form in which it is; and why we have no more. Explanatory foot-notes are given to the passages quoted, and everything is done to make the point of view and the trend of the argument intelligible. Alas! that there was no more. But all teachers will be grateful to Prof. Burnet for giving us so clearly what there is.

A Short History of Education. By G. BENSON CLOUGH. (7¼ × 5 in., pp. 128; price 2s. 6d. Ralph, Holland, & Co.)

This is a small book on a large subject. It consists of forty-six pages on educators, starting with Socrates and ending with Froebel. *Nice* things, but not particularly *true*, are said about all. Then follow five pages on our English system; and then thirty-two pages of brief chronological statements concerning our Great Foundations—not particularly accurate, but well meant. Then we are given thirty-six pages on the Legislative Growth of English Education. Last of all comes an appendix of eight pages of a chronological table, given backwards, from 1903 to B.C. 468. In the preface a hope is expressed that "the work will prove as useful in the reading as it has been interesting in the preparation." We are afraid that there is no chance of that: but it may be as much of what is called the History of Education as the modern successors of School Boards can stand.

Early Days at Uppingham under Edward Thring. (Price 3s. 6d. net. Macmillan.)

These are personal recollections of the fifties by an Old Boy—an Old Boy in every sense of the word, for he sets down all the particulars of his school days, topographical, economical, dietetic, and sartorial, with the frank and full ingenuousness of a child. The mythical element is not absent; witness the head master's guest, who, unable to get his smoke at night, "before he slept, took a cigar between his teeth and slowly ate the whole of it." Very naïve, too, is the observation anent a school fight. The Duke of Wellington story is pronounced spurious; but by "the playing fields" the Duke meant not the cricket, but the milling, ground. But there is art in this artless garrulousness. The strong personality of Thring, though mostly as a *deus ex machina*, dominates the scene. We see him in his weakness as well as in his strength. The cure of malingering by the administration of a black dose before any lie-abed was visited by the doctor was a heroic remedy. The unquenchable laughter that greeted the small boy who defined a horse as an animal with four feet and a bushy (pronounced as "rushy") tail shows us Thring at his worst, attempting to instil science, of which he knew nothing himself, through the classics. French, we read, was not taught at all, and in German there was one pupil. On the other hand, the book bears out all we know already of Thring's indomitable pluck, his clever though limited vision, and his large-hearted generosity.

(1) *Cornelii Taciti Historiarum Liber III.* Edited by WALTER C. SUMMERS. (Price 2s. 6d. Pitt Press.) (2) *Cornelii Taciti Annalium Libri XIII.–XVI.* Edited from the larger work of FURNEAUX by H. PITMAN. (Price 4s. 6d. Clarendon Press.)

(1) The first of these books is intended for those who are "beginning to make the acquaintance of the greatest of Latin prosaists." It contains an introduction, a text in very bold type, and short notes. Brevity and clearness have been the editor's marks, and he has certainly hit them. But he has hardly made a substantive contribution to the epexegesis of Tacitus; nor, indeed, sought to do so. As to his method we quote from the preface: "Often I have had to suppress a possible interpretation in favour of the one which seemed to me personally in every way preferable—a dictatorial policy which the scope of the book made almost a necessity." Since dictators are intolerant of argument, it were idle to contend with Mr. Summers. We merely say that he has produced a little book such as he willed to make it and doubtless suitable for the students, apparently not very well grounded, of the University College, Sheffield, whence he dates. By the way, why are they so positive in Sheffield that Dio Cassius was born exactly in A.D. 155? Have determinative inscriptions been discovered in Hallamshire?

(2) Mr. Pitman's book aims at a somewhat more advanced class of readers, such as sixth-form boys or other young students who are fit to read Tacitus, but for whom the larger commentary of Furneaux were too full and too costly. The work of decoction has been efficiently performed, and yields as a residuum an excellent text-book. If we have a fault to hint, it is that the fundamental edition has been treated with excessive deference, the new editor doing little beyond making occasionally slight verbal changes in the renderings and adding explanations that the young may require. We are surprised that he has not more to say, for example, about the *agros vacuos et militum usui sepositos* (XIII. 54), which were not merely pasture lands, but an important element in the Roman system of frontier defence. Nor do the small alterations invariably commend themselves to us. Thus, for *in quantum Germani regnantur*, Furneaux's version "so far as Germans submit to princes" is better than "so far as the Germans are subject to kings." Verritus and Malorix were clearly *principes*, not *reges*, and the words in question mean "so far as Germans obey kings or princes of any sort." "Princes," in the wide sense, covers *principes* and *reges*. But, in general, the matter of both notes and introduction is of fine quality. It is also, we believe, "up to date"; at least, the recent work of Mr. B. W. Henderson in reviews is known to the editor, if he will hardly have had time to make much use of the same writer's "Life of Nero," published last year. To conclude, Mr. Pitman's edition of an edition that is itself an established authority will enable boys to study simultaneously the reign of Nero and the style of Tacitus with all the interest and profit that come of having safe and sufficient guidance. Nor need undergraduates, pass or class, despise it.

The Tristia of Ovid, Book I.—Edited by G. H. WELLS. (Blackie.)

A good number (if we may so phrase it) in a good series. Mr. Wells, an assistant master in Merchant Taylors' School, has edited the First Book of the "Tristia" for school use in a careful and scholarly fashion, supplying introductory matter, adequate notes, and a short account of variant readings. Whilst all these are satisfactory, it is on the introduction, unusually well done, that his little work must rely for distinction among books of its class; and of the introduction the section on "Ovid's Place among Poets" pleases us most. Mr. Wells takes up a middle position between those who contemn the author for his lack of thought and those who rank him (as did Julius Scaliger) with Virgil. He sees that the poet's gift lay in the sprightliness of his fancy, the lucidity of his speech, and his dexterity as a versifier, comparing him, in respect of simplicity and the ease of his rhythm, with Moore. We do not observe that attention has been called, as it might have been called, to the fact that a higher level was reached, if not evenly maintained, by Ovid in the "Metamorphoses" than in any of the elegiac pieces. If he really attempted to destroy his fine hexameter poem, yet he had felt its worth as he was bringing it to a close. Although mortal life be over, he cried then—and of it as the bearer of his fame—

> "Parte tamen meliore mei super alta perennis
> Astra ferar nomenque erit indelebile nostrum."

We turn, however, from poetry to pedagogy, having two remarks in the way of our own business to make for which the book before us will furnish texts. First, we notice that Mr. Wells uses freely such terms as "anaphora," "hypallage," and "paronomasia." We do not insist that they should be entirely discarded; but we do most earnestly beg all teachers not to lay much stress upon them. They are survivals from the rhetoric of the *trivium*, and therefore somewhat anachronistic among the enlightened methods of modern education. Let our readers study, when opportunity arises, how "oxymoron," for example, impresses a child on his making acquaintance with it. The

sonorousness of the word (as of the blessed word "Mesopotamia") gives it an importance in his mind far beyond its merits, and diverts him from the figure to the label by which it is referred to. Is it fair that a boy may not read the simple line

"Parve, nec invideo, sine me, liber, ibis in Urbem"

without being admonished that the employment of a general for a specific term is called "enallage"? A scholar of wide attainments was recently asked what "synecdoche" was. "'Tis some of the nonsense they teach in schools," he replied, impatiently. We should not go so far as to say that; but, if our advice be taken, synecdoche and her companions will retire into the background of the educational stage. The second of our pedagogic remarks has *Anschauungsmittel* for its subject. In Mr. Wells's book we have, once more, the plate showing a Roman library. We repeat our suggestion that *models* of book, tablets, *stilus*, and so forth, should be substituted for pictures. If they cannot be bought, they could easily be made, and they appeal to the eye far more powerfully than representations on the flat. We fear that England is backward in regard to mechanical aids to instruction. Both from Germany and from Austria come assurances that a lesson, say, in Caesar or in Livy, supported by a few photographs, a sand or clay map, and some tin Roman soldiers, is twice as effective as without these auxiliaries. To fairly well prepared pupils the opening verses of the "Tristia," we guarantee it, will yield their meaning with the utmost ease under a teacher who will construct a Roman book and leave "enallage" alone. We must not be understood, however, as scolding Mr. Wells; for it is at tradition, and not at him, that we gird. He has done his work right well, and schoolmasters will be glad to have his book, which will be serviceable alike to those who would go forward and to those whose poor ambition it is to teach as they were taught.

Studies in Virgil. By T. R. GLOVER. (Price 10s. 6d. net. E. Arnold.)

The book is the outcome of lectures to undergraduates in a Canadian University, an attempt to solve the problem how to make classical study interesting and profitable to a "pass" class when Latin is only an alternative subject. We can well understand that Mr. Glover held his own against rival professors and inspired raw youths who could not have turned a decent bit of Latin prose to save their skins with a love of the greatest of Latin poets—according to F. W. Myers, the greatest poet of all time. Mr. Glover is deeply read in Virgilian literature—particularly the French critics; but he bears his learning lightly, skilfully interweaving in his text the best comments of Patin, Marthe, Ste. Beuve, &c. His own analysis of the character of Æneas and unravelment of the various strands of thought and learning that are interwoven in Virgil's nether world are excellent. On the other hand, his treatment of Virgil as a stylist and metrist is slight and thin, and little is said of his influence on modern poetry, though his affinity to Wordsworth is well brought out. Quotations are given generally in Conington's verse rendering—not by any means, in our judgment, the best exponent of Virgil to English readers.

"Sonnenschein's Dictionaries of Quotation."—*Famous Sayings and their Authors.* By E. LATHAM. (Price 7s. 6d.)

"A Collection of Historical Sayings" is the sub-title, but we should have welcomed some further definition of the word. Sayings, *mots*, *Sprüche*, *dicta*—each has a separate connotation, and it is not clear whether Mr. Latham includes or excludes proverbial phrases. Completeness in such a work is not to be expected, and it would be easy to fill a column with historical sayings not to be found. Nearly half of the volume is French, and this part we can unreservedly praise for painstaking accuracy. There are some misprints—*le garde*—and omitted accents, and the purport of *fin de siècle* is missed; but these are trifles. On the other hand, the "Dictionary" is woefully lopsided. German has nineteen pages and Italian only five. Again, Bismarck has twenty-two sayings, Goethe and Schiller two apiece, and Heine not a single one. There is under this head one comic mistranslation: "Es gehört zum deutschen Bedürfnis beim Biere von der Regierung schlecht zu reden—It is a necessity of the German to speak badly of the beer of the Empire." Of dying words there is a plethora. Even if the greatest of men exclaims "I'm dying," or asks for water, it is no more significant than if we were told that his last act was to blow his nose.

Theory of Heat. By THOMAS PRESTON, M.A., F.R.S. Second Edition, revised by J. ROGERSON COTTER, M.A. (Macmillan.)

We welcome the second edition of this well known book. It is just ten years since Mr. Preston brought out his first and early edition, and we regret that he did not live to bring out another. The book seems to us to be well worthy of the best traditions of the Dublin school of physicists, and a great deal of new matter has been introduced, extending in all to about one hundred pages. Reference should be made to Dr. C. Chree's researches on thermometry which have been included Dr. Chree, as is well known, is the Director of the Kew Observatory, and some account of his papers in the *Philosophical Magazine* is given on pages 118, 124, *et seq.* Again, the account of Prof. Lussana's direct measurements of the specific heat of gases at constant pressure is well set out, and the general conclusions seem to be that the specific heat at constant pressure increases considerably with the pressure for all the gases which were experimented on, and that it also varies with the temperature. The specific heat of air increases with increase of temperature, and also the convexity of the curve connecting the specific heat with the pressure seems to diminish with increase of temperature. The chapters on Thermodynamics are good, but we do not propose to discuss them at length, as our readers will be familiar with them in the former edition. Mr. Cotter does not seem to have introduced much of his own research into the book, but the whole work is a good survey of the subject, treated both historically and scientifically. The authorities are clearly referred to, and the student should find it of considerable assistance. Another good feature is that undue quantities of mathematical analysis are not introduced; but, of course, the author rightly calls symbols to his aid when they help to illustrate more clearly the principles involved.

Mechanics. By JOHN COX, M.A., F.R.S.C. (Cambridge University Press.)

We like the scheme of the book, and the author is to be congratulated on having set out his subject in such an attractive form. He complains that, though the principles of mechanics are the simplest and the earliest to be discovered in the whole range of science, and are directly illustrated in almost every act of our lives, more difficulty is found in giving beginners a real grip of them than with any other branch of physics. In this we agree with him, and are certainly of opinion that the ordinary text-book of mechanics is much too artificial in its character, and that the student is only too apt to get the notion that the subject is only another of those purely mathematical subjects which, as he may think, have no application to ordinary life. The book is one of the "Cambridge Physical Series," and we can heartily commend it to teachers for their pupils who are just beginning the subject. Prof. Cox acknowledges the debt of gratitude which he owes to Mach's well known book "Die Mechanik in ihrer Entwickelung." As the author says, he lays no claim to originality for the work; but the opinions of a skilled teacher of thirty years' experience must command our attention and interest.

The Educational Ideas of Pestalozzi and Froebel. By F. H. HAYWARD, D.Lit, M.A., B.Sc. (7¼ × 5 in., pp. 120; price 2s. Ralph, Holland.)

In spite of its being somewhat cock-sure in parts, this is a good book. It is intended for those preparing for the Certificate Examination of pupil-teachers, by one who is himself the principal of the pupil-teachers' centre for the Torquay and Dartmouth district. Dr. Hayward knows his Pestalozzi well, his Froebel fairly well, and has a commendable acquaintance with the work of other writers on education, chief among whom stands Herbart. He expounds excellently the various meanings of "Nature," as used by Pestalozzi and Froebel, and gives a clear account of *Anschauung*; but he is somewhat "down" upon Wordsworth's attitude to the "impulse from the vernal wood." On the whole, however, he writes forcibly and well; and, if teachers know and can reproduce one quarter of his little book at examination time, they will do well. And they should do so; for he is plain and straightforward in what he says about the two men whose names are on the cover of his book. When they are wrong he says so quite distinctly, and generally recommends his readers to have recourse to Herbart—which, if they will do, haply they may be saved. But in any case the whole matter is plainly set forth, and no one has any excuse for being in doubt. We heartily recommend the book to those preparing for the examinations of the Froebel Union.

"Social England." Illustrated Edition. Vol. V. *From the Accession of George the First to the Battle of Waterloo.* Edited by H. D. TRAILL, D.C.L., and J. S. MANN, M.A. (Cassell.)

The reissue of this popular work in a handsome form and with numerous illustrations deserves a hearty welcome. As the text is reprinted, so far as we can see, without revision, and the book has long been in the hands of our readers, and has been criticized fully, it is needless to dwell either on its merits or its far fewer defects, which are such as must almost inevitably attend a book written in small pieces by various authors unequal in ability and knowledge. It is our pleasing duty now to point out how vastly its value is enhanced by the illustrations included in this edition. They are well chosen and well executed: some indeed, as the portrait of Bishop Butler, are exquisitely finished; those in colours, with the exception of one exhibiting uniforms of the British Army in 1742, do not please us so well as those in black and white; but they will doubtless satisfy some tastes. It is difficult to lay aside a volume so full of amusement and interest. Nor is it only in that light that the results of Mr. Mann's work should be regarded: he has added much to the importance of the book as a history. Besides the many portraits which help the reader to understand the characters of famous persons of the period, the engravings of architectural and other artistic objects, of costume, machinery, and scenes of everyday life constitute a record at once more authentic and more easily grasped and remembered than verbal descriptions. The latter half of the eighteenth century was rich in caricatures, and many of the best, or most valuable historically, are reproduced here: as

evidences of party or popular feeling they are not to be neglected by the student or the historian. The present editor's series of notes on the illustrations, standing at the beginning of the volume, gives all the information needed as comment upon them with terseness and accuracy.

A Sketch of Egyptian History from the Earliest Times to the Present Day. By Lady AMHERST OF HACKNEY. With Illustrations and Maps. (Methuen.)

This volume contains an excellent compendium from the works of the best English, and one or two other, writers on Egyptian history and antiquities. Such a book was much needed by many who, though interested in its subject, have been unable, owing to one cause or another, to pursue the study of it for themselves. Its early pages, dealing with the land, the ancient people, their religion and customs, are very pleasant reading. They are followed by a brief and business-like narrative of the reigns of the known monarchs of the thirty-one dynasties; the rule of the Ptolemies is adequately treated; and Lady Amherst shows that her work is fully up to the present state of our knowledge by quoting, and expressing her approval of, Dr. A. J. Butler's theory as to the identity of Al Mukaukis, whose treachery facilitated the conquest of Egypt by the Mohammedans ("The Arab Conquest of Egypt," by A. J. Butler, 1902). Her narrative is brought down to the capture of Osman Digna, and she adds a brightly written account of the modern people. Perhaps the chapter on "Christianity in Egypt" should have told us more about the Egyptian monks; but the subject is difficult to treat briefly, and Lady Amherst may well have been anxious to make her book as portable as possible. It is, indeed, wonderfully light in the hand, and, whatever a traveller intending to visit Egypt may decide to be unnecessary *impedimenta*, he will do well to give this volume a place in his luggage. It has many helpful, and some coloured, illustrations: one from a water-colour sketch of "a grey day on the Nile" is charming, and makes us wish to see the original picture.

"Arnold's School Series."—*The Britannia History Readers.* Book III.A. (Price 1s. 6d. E. Arnold.)

This is the fifth book in an excellent series of school reading-books. It is intended for children already familiar with stories from English history and treats mainly of national life and social changes, beginning with the Roman Conquest and ending with the Boer War. It is brightly written, and the illustrations—taken from pictures by modern artists—are above the average.

"Dent's School Series."—*The Temple History Readers.* Book IV. By M. T. YATES, LL.D. (Price 1s. 9d. Dent.)

Though called "A History of the British Empire," this is really a history of England with a few pages of the expansion of England at the end. The illustrations are poor. The only new feature is the "estimation" at the head of each chapter quoting from well known historians on the subject.

The Burns Country. By CHARLES S. DOUGALL, M.A., Head Master of Dollar Institution. (Price 6s. A. & C. Black.)

A most charming volume, written by a Burns devotee as the result of such "leisurely pilgrimages" through the Burns country as Burns himself dearly wished to make "through Caledonia"—"to sit on the fields of her battles, to wander on the romantic banks of her rivers, and to muse on the stately towers or venerable ruins once the honoured abodes of her heroes." Happily for Mr. Dougall's purpose, the land of Burns is also, in a way, the land of Wallace and of Bruce, the home of Lollards and Covenanters; and literary associations have been twined about it by Galt and Boswell, Ainslie and Cunningham, Burns and Scott. Mr. Dougall is thoroughly steeped in all the historical and romantic lore, and he retails it with the unction and skill of a practised cicerone that can enter into the spirit of it all with genuine relish. The chapters are laid out systematically enough, but within the limits of each Mr. Dougall orders things to suit his own fancy, and never fails to sustain the reader's interest, however desultory his course. The volume is most varied and absorbing. The frontispiece is from the Nasmyth portrait of Burns; there are fifty full-page illustrations from the unique collection of Mr. Thomas Ferguson, of Kilmarnock; and there is an excellent detailed map. The Southron will be well advised to find a corner in his knapsack for this literary guide when he visits the castles by the Doon, Loudoun's bonnie woods and braes, the winding Nith, and the streets and neuks o' Killie. Type and binding are liberal and attractive.

More Popular Fallacies. By QUILLET. (Price 5s. net. Elliot Stock.)

A title borrowed from Lamb and an anonymous author are not prepossessing features, and we cut open the first leaves expecting to find a belated Proverbial Philosophy. We were agreeably disappointed. The essayist is not only sensible, but witty; and, if his observations are not very profound, he gives them a literary turn and seasons them with apt quotations and anecdotes. As a test of his abilities we turned to the last essay: "The Exception proves the Rule." He knows the Latin form of the maxim (Murray words it somewhat differently), and gives apt illustration of its true bearing. But in this instance "rem acu non tetigit." He misses the point of *stabilit*—not "proves," but "goes to prove"—and his refutation of the vulgar proverb, "Ninety-nine exceptions out of a hundred do not prove, but invalidate, the rule," overleaps itself. How, in that case, can they be "exceptions"? From a scholastic point of view we commend the book to the young essay writer, who will pick up many useful hints how to tackle a kind of subject that examiners are fond of setting.

"Parallel Grammar Series."—*A New First French Reader and Writer.* By R. J. MORICH and W. S. LYON. (Sonnenschein.)

This is virtually a new book, the matter having been entirely rewritten, though the plan of the former work has been closely followed. There is, fortunately, no need now to state what that plan is—all teachers know it. The chief aim of the editors has been to make the passages more interesting, and in this they have succeeded. Sam Weller, for instance, goes excellently into French.

Historical Geography of the British Empire. By HEREFORD B. GEORGE. (Price 3s. 6d. Methuen.)

In a small volume of some three hundred pages we have here an admirably concise sketch of the historical geography of the British Empire. Substantial changes have taken place since Freeman's historical geography of Europe appeared, and Mr. George's well proportioned account of modern developments is a welcome addition on this all-important subject. The structure, consolidation, and expansion of the British Islands is first treated, and followed by an interesting account of modern England with her marvellous growth of commerce. A discussion of the "Stepping Stones" of the Empire—Gibraltar, Malta, &c.—is followed by sections dealing with the "Daughter Nations"—Canada and Australasia; the "Dependencies"—India and the West Indies and the "Protectorates"—North Borneo and the Persian Gulf. The whole concludes with the "British Dominions in Africa," which is a triumph of condensation in thirty pages.

Matriculation English Course. By W. H. LOW and JOHN BRIGGS. Second Edition. (Price 3s. 6d. University Tutorial Press.)

To meet the new regulations with regard to the London University Matriculation papers this second edition has been prepared. Matter has been added dealing with the preparation of summaries with a view to *précis* as now required at the examination. This includes a correspondence selected from the South African Blue-books between Mr Chamberlain and the Boer generals. Additional examples for analysis, parsing, and paraphrasing have been introduced, also new chapters on Style, Diction, and Metre.

New Era Geography Readers. Book II. By ROBERT BUNTING. (Price 1s. Pitman & Sons.)

A series of short and simple stories illustrating indirectly certain facts of physical geography, with good type and coloured illustrations.

"Round the World Series."—*Australasia.* By G. L. GLOVER. (Price 1s. 6d. T. C. & E. C. Jack.)

An account of physical conditions, exploration, colonization, gold mining, and other industries of Australia, New Zealand, and the South Sea Islands, with plenty of maps and good illustrations.

The World-wide Atlas of Modern Geography. With an Introduction by J. SCOTT KELTIE. Sixth Edition. (Price 7s. 6d. W. & A. K. Johnston.)

This atlas holds its own as the best atlas of political geography at the price. Physical maps are not wanting, but these are a subordinate feature. The introduction is an admirable *résumé* of the geographical discoveries and territorial changes that have taken place since 1800. The index occupies a hundred six-column pages. We had hoped to find an inset map of the Liau-Yang Peninsula, and shall doubtless in the next edition.

(1) *Japanese Grammar Self-taught.* By H. J. WEINTZ. (Price 3s. Marlborough.) (2) *Hossfeld's Japanese Grammar.* By H. J. WEINTZ. (Price 10s. 6d. Hirschfeld.)

These books are compiled by an amateur whose lack of training in modern philology is obvious. What are we to make of this remarkable statement?—"The various *sounds* of the language are represented in writing and printing by symbols *or ideographs termea* syllabics." The table on the next page shows that the author has no idea of the difference between quality and quantity of vowels or between pure vowels and diphthongs. There is nothing in these two books which is not infinitely better put in Prof. B. H. Chamberlain's standard work, "Handbook of Colloquial Japanese."

The Works of Virgil. Translated by C. DAVISON. Popular Edition. (Price 2s. 6d. net. T. Warner Laurie.)

Much water has flowed under London Bridge since Davison produced his translation, which, it is needless to say, stands on an older and lower level than those of Conington and Mackail. Anthon, the commentator most often quoted in the notes, is no longer a Virgilian authority. Yet as a crib Davison still holds his own, and many will be glad to possess him in this convenient edition.

Sea and Sand: A Picture Book. By RUTH COBB. Verses by EDWARD SHIRLEY. (Price 3s. 6d. Nelson.)

"Sea and Sand" will enable children to live over again happy sea-side holidays. The full-page illustrations, which are bright and

taking, will remind them of many happy times. Each picture faces appropriate verses, which jingle enough to take the fancy of a child.

Carpet Plays. Edited by LUCIAN OLDERSHAW. (Price 6d. each. Brimley Johnson.)

This series will help to supply a want often felt by amateurs, *i.e.*, small plays requiring few people and little scenery. There are plays both for children and grown-ups. As might be expected, "The Mirror," by Rosina Filippi, stands out as one of the most attractive. Among others, "A Rustic Maid" is bright and amusing, and should go well, also "A Sprig of White Heather." A few, such as "Waiting for the Train," seem almost too trivial, even for a carpet play. There are some pretty little kindergarten plays, with plenty of small parts, and scope for easy but effective dressing-up. We have no doubt that the series will come as "a boon and a blessing" to many.

Aue's German Grammar. Revised and Enlarged. Edited by OTTO SCHLAPP. (Chambers.)

For many years the present reviewer used Aue as a class-book, and, though the New Methodists will not away with it, he holds that it still has its use. It is a distinct improvement to put all the exercises at the end, and the German spelling has been modernized.

Cassell's Cabinet Cyclopædia. (12s. 6d. net.)

This is a volume of 1,358 double-columned pages, royal 8vo, bound in half-leather. It is based on the "Concise Cyclopædia," but the matter included in that deservedly popular work has been rearranged, brought up to date, and supplemented. As compared with other popular cyclopædias it has the distinct pull of being contained in a single volume, and of embracing, like La Rousse's great work, much information that cyclopædists generally relegate to the lexicographer or glossarist. Such a work is sure to run through several editions, and we therefore call attention to a few omissions that we have noticed. In particular Education has not been given its fair share. Among great educationists we miss the names of Comenius, Ratisch, Mulcaster, Sturm, Herbart, and Thring. Under Science surely Weismann and Mendel should find a place. Under Geography skeleton maps would often be shorter and more effective than description. Mr. Morley urged University Extensionists to look up everything they did not understand in the daily papers. Applying this test we fail to find Samurai, Bushilda, Canea.

Verses to Order. By A. D. GODLEY. Second and Enlarged Edition. (Price 2s. 6d. Methuen.)

Suffice it to say that the new is as good as the old. What can be happier than the mock palinode on the first page with the same *motif* as Horace's "Intermissa Venus"?—

> "Years since—some twenty—
> He'd rhymes in plenty:
> Mere *far niente*
> Supplied a crop:
> Of Passions lofty,
> Of Sorrows soft, he
> Would sing—till oft he
> Was asked to stop!"

Admirable, too, is the prize poem on Alaric: no extract can do justice to the humour, but we will cull a few lines:—

> "Urbs antiqua fuit, quae quondam Roma vocata est:
> Nunc quoque, ni fallor, vocitatur nomine eodem.
> Salve magna virum genetrix! hic nascitur olim
> Scipiades, fulmen belli. . . ."

> "Tullius et Cicero patriae roburque paterque
> Antoni gladios potuit qui spernere: sed non
> Sprevisset gladios Alarici, si vixisset."

Even *The Journal of Education* appears like a fly in amber; but modesty forbids us to quote, and curious readers must discover the reference for themselves.

New School Arithmetic. Part II. By C. PENDLEBURY. (Price 2s. 6d. Bell.)

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Canon Beeching gives us in the above a student's edition of the Sonnets. He arrives at few or no conclusions. His verdict is "not proven"; or he states the reasons for and against a particular view, and leaves the reader to draw his own inference. In this way he deals with the Southampton theory, the Pembroke theory, and the theory as to the rival poet; and he is more than doubtful about Mr. Sidney Lee's interpretation of the "onlie begetter." In fact, his whole introduction, though ably written, is in the main a piece of negative criticism. It is perhaps as well for the students who use his book that it is so. In the notes he is far more venturesome and more convincing; and he gives us an admirable selection of what previous editors have said, and also valuable comments of his own: not one is superfluous, not one inadequate, and all are well said. Indeed the whole body of them are precisely such as a student will need or will like to have. More advanced students who desire more about the theories connected with Southampton and Pembroke and the rival poet will have to go elsewhere, for they will not find many details here. We think, however, that they will find quite enough for a beginning. For our own part, we do not think that Canon Beeching makes out a good case against Southampton. But that is a private opinion. Though some of the Sonnets are undoubtedly late, they need not, for all that, be actually contemporaneous with their subject.

"Cassell's National Library."—*The Poems of Burns: A Selection.* With an Introduction by NEIL MUNRO. (6 × 4½ in., pp. 192; price 6d. Cassell.)

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(*Continued on page* 874.)

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9.—Northampton Institute, London. Distribution of Prizes by Lord Reay at 8 p.m.
12.—London University. Last day for Entry for Prel. Sci.
12–16.—Cambridge Local Exam.
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13–14.—London University Pedagogy Exam.
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15.—Post Translations for *The Journal of Education* Prize Competitions.
17.—College of Preceptors. Council Meeting. Oxford Michaelmas Term ends.
19.—London University Inter. Mus., B.Mus., and D.Mus. Exams.
19.—Cambridge Michaelmas Term ends.
22 and 23.—Head Masters' Conference at Christ's Hospital, Horsham.
23.—Post School News, items for this Calendar, &c., and Advertisements for the January, 1905, issue of *The Journal of Education*.
28 (first post).—Latest time for receiving urgent prepaid School and Teachers' Advertisements for the January, 1905, issue of *The Journal of Education*.

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